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ABSTRACT

This self-study--part of a series of studies conducted at Michigan State University Libraries--was undertaken to make recommendations for improvements in public services. The study team was directed not to limit its analysis to immediate concerns, but also to take a long-term view of the development of library service. Task forces were organized around the following issues: distribution and use of staff; library instruction; facilities; periodicals access and control; undergraduate services; and user needs. In reviewing the library facility and recommending changes, the study team was primarily concerned with additional space for the seriously overcrowded Government Documents, Research, and Science Libraries; providing a logical sequence for users entering the building and requiring assistance; and locating the various public service desks in logical relationship and proximity to one another so as to enable users to make efficient use of their time in the library. The study team's recommendations are presented in four broad areas: (1) facilities; (2) services; (3) staffing; and (4) collection and collection access. A study team history, an environmental profile, an inventory of public services, a list of major issues, and the task force charges are appended. Task force reports may be ordered from the Association of Research Libraries. (THC)

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MICHIGAN STATE UNIVERSITY

PUBLIC SERVICES STUDY REPORT

ONE OF A SERIES

**of Self-Studies
and Research Projects
funded by the General
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OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

THE PUBLIC SERVICES STUDY

Academic libraries today face the fundamental challenge of responding more effectively to the information needs of their users in a period of increased information resources and decreased or stabilized economic resources. In this environment, academic libraries must move toward the wisest use of their resources in identifying and serving the changing needs of users, in becoming more active partners in the instructional and research interests of their universities, and in more actively facilitating the transfer of information from locations beyond their walls to their own clientele. The challenge includes the need to take advantage of new and emerging capabilities such as on-line bibliographic search services, new catalog formats, and microform and non-print publishing media.

To address this set of concerns, the Office of Management Studies has developed the Academic Library Public Services Study, which individual academic libraries can use to assess and improve their current services programs. The study is based upon the premise that academic libraries are experiencing a number of fundamental internal and external pressures that create a need to review priorities and develop new approaches to change. Although there has been a large emphasis on collections and collection-maintenance activities in academic libraries, there has been a lack of study in the area of public services. The Public Services Study attempts to fill this gap, and aims at improving library performance and responsiveness to university needs and expectations. The goals of this study include:

*to provide tools to libraries enabling them to determine and analyze user patterns, needs, and satisfaction levels;

*to provide assistance to libraries in relating the use of the library to current operating services policies and practices;

*to design performance measures that can be applied in evaluating current services programs and in planning improvements;

*to provide guidelines for libraries to use in designing new services activities or remodeling current ones;

*to suggest improved methods for promoting the use of library services and enhancing the role of the library on the campus.

The basic strategy employed in the Public Services Study is assisted self-study. While assisted self-study resembles traditional self-studies in some respects, it differs on three important dimensions. First, assisted self-study involves collecting information and then later analyzing it within a framework as first steps toward improvement. Second, assisted self-study promotes the learning and development of all persons involved through their experiences in conducting the study. This means that the staff develops a broader understanding of the impact of services concerns on the ability of the library to meet its obligation to users. And third, libraries participating in assisted self-study receive specialized resource materials, training, and consultation assistance usually not provided in traditional studies. This ensures timely efficient execution of what can be a demanding complex activity.

In accordance with its problem-solving philosophy, assisted self-study employs a group approach to analysis, using library staff, faculty, students, and institutional officials. Two types of groups are involved, a study team and task forces. Primary responsibility rests with the study team, which defines the scope of the study, sets goals, plans, organizes and conducts analyses, draws final conclusions, and designs the implementation program. The study team also creates the task forces to assist in collecting and analyzing data and in developing options for resolving problems. The task forces are responsible to the study team and their work is coordinated by the team.

The major components of the study are a general situational analysis, and specific modules on description and inventory of services, management of services, assessment of services needs and performance, and interaction with the environment. Data gathering and analysis is conducted within each of these components. Then, a final action planning stage creates recommendations, implementation strategy, and the final report. The entire study takes 9 to 12 months. Individual modules can be conducted to less time, for less cost.

The study is being made available as a part of the Academic Library Program, which is used by libraries willing to commit staff time and some financial resources to the process of assisted self-study. The program draws upon several previous studies developed and operated by the Office of Management Studies including the Management Review and Analysis Program (MRAP), the Collection Analysis Project (CAP), the Academic Library Development Program (ALDP), the Planning Program for Small Academic Libraries, and the Preservation Planning Program.

Financial and/or design support is coming chiefly from members of the Association of Research Libraries (ARL), a non-profit educational organization of 117 major research libraries in the United States and Canada. Its membership includes 101 large university libraries, the national libraries of the U.S. nd Canada, several private and special libraries, and a few very large state and public libraries.

PREPARED BY OMS STAFF

REPORT OF THE STUDY TEAM

OFFICE OF MANAGEMENT STUDIES
PUBLIC SERVICES STUDY

MICHIGAN STATE UNIVERSITY

1983

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MICHIGAN STATE UNIVERSITY

DIRECTOR OF LIBRARIES
EAST LANSING · MICHIGAN · 48824

February 23, 1983

TO: ARL Public Services Study Team

FROM: Richard E. Chapin Richard E Chapin

SUBJECT: Charge

For the purpose of this study, public services includes all of those units within the library system that provide library services or resources to students, faculty and others. The definition includes the usual Readers Service units such as Reference and Circulation; the special services of Resource Development such as Urban Policy & Planning, Art, and the departmental libraries; and the Science Libraries, including the departmental libraries.

It would be my expectation that the work of this group be concluded in the Fall Term 1983. I would like to have your recommendations received before the start of winter term classes.

There are no administrative restrictions for the Committee. You are all aware of the political and economic situation in the State of Michigan. It might be wise to recommend that we have a major expansion of library facilities, but you should not hang the whole report on that one recommendation. The economy of Michigan is such that there will not be a great deal of new money to bring about change. Most change will result from reallocated funds, rather than new funds.

It goes without saying that the Study Team will avoid specific recommendations on personnel matters. If there are organizational structures that you feel should be changed, state the desired results, not who will do what. Implementation of any personnel matters will use the established Library procedures.

It is almost a truism that problems exist because of poor communications or lack of communication. Let us not have this happen with the Study Team. You can and should communicate with the staff by the use of Staff Information Bulletins. You will get a better response to several short memos rather than a long one at the conclusion of your meetings. Likewise, your communications with me should be often and open. I will meet with the Study Team, committees, or individuals--at your request.

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After your first meeting with Pat Swanson from the ARL Office, you may want me to expand, restrict, or make some changes in the charge. This will be no problem. What we really are interested in is how can we best serve the users of our library.

I want you all to know that I consider this an important assignment. I believe that Michigan State provides one of the best public service programs of major research libraries. By participation in this study, we will have an opportunity to test this belief and to surface additional programs and changes that might better serve our students and faculty.

Anita Durant
Clifford Haka, Chairman
Terry Link
William Miller
Jan Rice
Clarice Rosa
Jeanette St. Clair
Randall Scott
Ann Silverman

REC:yn

cc Patricia K. Swanson

PARTICIPANTS

OMS Consultants

Pat Swanson

Peg Overfield

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- Cliff Haka, Chair
- Terry Link
- William Miller
- Jan Rice
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INTRODUCTION

The Study Team began the review of public services at the MSU Libraries with the impression that an outstanding program was already in place. This perception was confirmed. It would not be particularly constructive, however, to dwell on the positive aspects of the existing program. Instead, the Study Team undertook the challenge to make recommendations for improvement. In so doing, this report necessarily stresses changes and modifications, which should be construed as a fine tuning of the existing program.

Although the recommendations cover a multiplicity of areas, they do not speak to every concern. In addition, they will be too specific for some people and too general for others. The Study Team attempted to strike a reasonable balance, specific enough to suggest a course of action, but not so detailed as to stifle open consideration of the concepts presented. Naturally, the concepts involved need to be discussed more fully by the Library Administration and staff before developing precisely defined floorplans, job descriptions, program designs, etc.

Because it is improbable that anyone will agree with every recommendation, the Study Team trusts that readers will refrain from rejecting the entire report because of one or more recommendations with which they disagree. Readers should also bear in mind that insufficient space and staff generally preclude a "perfect" plan. The Study Team readily admits that implementation of all of the recommendations will not yield an ideal situation, but we strove for the best possible solution within the given constraints.

The Study Team would like to thank Dr. Chapin and the rest of the Library Administration for their faith and trust in us and for the support that they have provided. In addition, the financial support of the General Electric Foundation and the guidance provided by the Office of Management Studies were invaluable. Special thanks are extended to Pat Swanson.

Beyond all others, however, the Study Team wishes to thank the participants, both those on the various task forces and particularly those who "held down the fort" while others participated. Without the commitment of each of these individuals, the process would not have succeeded.

The Study Team respectfully submits this report in the hope of establishing an even more outstanding public service program within the MSU Libraries.

Anita Durant
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RECOMMENDATIONS OF THE STUDY TEAM

FACILITIES

In reviewing the Main Library facility and recommending changes, the Study Team was primarily concerned with:

A. Additional space for the seriously overcrowded Government Documents, Research and Science Libraries.
B. Providing a logical sequence for users entering the building and requiring assistance.
C. Locating the various public service desks in logical relationship and proximity to one another so as to enable users to make efficient use of their time in the Library.

The review process was also guided by the constraint that recommendations not be dependent upon the completion of any substantial physical addition, such as a new Bio-medical Library.

Recommendations concerning Branch Libraries and Nonaffiliated Departmental Reading Rooms deal primarily with the relationship and cooperation between these facilities and the Main Library, in addition to some unit-specific recommendations.

THE STUDY TEAM RECOMMENDS THAT:

1. the Library Administration continue to make every effort to secure additional space for Library operations. Specifically, efforts to secure public and/or private funding for a new Bio-medical Library should be continued.

   Additional space is desperately required if the Library is to continue providing first-rate public service (not to mention suitable storage for the ever expanding collection). Facilities, p. 18 and User Needs, p. 4. *

2. the Library Administration maintain regular communication with dormitory administrators and Facilities Planning and Space Management staff in an attempt to locate and establish, (although the Libraries will not necessarily maintain), reading rooms and study areas across campus as appropriate, with initial consideration given to reestablishing a facility in Wilson Hall.

   The need for study space augmented with basic reference tools (dictionaries, encyclopedias, etc.) far exceeds what the Library can currently provide. The establishment of reading rooms and study areas would provide an alternative to using the Library. Facilities, p. 18 and Undergraduate, Appendix 4, p. 22-25.

---

* Footnotes refer to Task Force reports, Appendix II.

(The following recommendations deal with the Main Library)

3. the following principles be used to guide any physical reorganizations:
   a. floor layouts should exhibit interspaced bookstacks and study areas, so as to avoid massive open study areas.
      Large open study areas foster noise and socializing as opposed to studying. Undergraduate, p. 5, and User Needs, p. 3, 5.
   b. carpeting and other noise control devices should be installed in all study areas.
      To create a quiet environment conducive to effective study. Facilities, p. 11.
   c. the natural beauty of the campus be exploited by not placing shelving or other major obstructions in front of windows.
      Thereby allowing users and staff members a reasonably unobstructed view out the windows. Facilities, p. 11.
   d. heavy use public services should be placed on the first floor whenever possible.
      To facilitate efficient use of the Library. Facilities, p. 4.

4. the doors immediately to the north of the Careers Collection (now closed) be opened as the only entrance from the Circle Drive side of the Library. All outer doors would remain open, while all other inner entrances on the north side would be closed in both directions. In addition, the Information Desk should be relocated to the existing Reference Desk area with the west end of that desk being reopened. The Reference Desk would move to existing Alcove 7.
   This will provide one logical point for initial contact for users coming in either entrance. In addition, a more appropriate level of staff will be provided to receive initial inquiries for assistance. Finally, the Reference Desk would be more appropriately located closer to the Reference Collection. Facilities, p. 7 and Undergraduate, p. 3.

5. Circulation, Assigned Reading, and Discharging be moved to the West end of the first floor. Particular attention should be given to providing a book return accessible from the outer lobby, possibly feeding directly into Discharging, and positioning the three units so as to facilitate efficient use of staff. This recommendation implies that all existing "book slides" would be discontinued.
   All of these high use public services should be conveniently located on the first floor. Preservation of the collection is the reason for eliminating the "book slides". Facilities, p. 5, 8.

6. assuming that Circulation, Information, and Reference are placed on the first floor, the distribution of services between these desks should be reviewed after six months.
   To insure that a logical and comprehensible division, from the users' perspective, has been made. Study Team.

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7. **the Undergraduate Collection be weeded and merged into the Science and Research Collections, resulting in one call number run throughout the Main Library.**
   The confusion created by duplicate call number sequences, the inconvenience to patrons who frequently need to check two locations for the same item, the uncertainty by undergraduates as to whether or not they can use Research materials, and the staff time required to deal with this division far outweigh the benefits of a separate collection. The establishment of one call number sequence should significantly reduce the complexity of using the Main Library and subsequently user frustration. Undergraduate, p. 8.

8. **the Science Library be relocated on the second and third floors, West wing, with call numbers U through Z also shelved on the third floor, West wing.**
   To provide additional space for an overcrowded facility. Facilities, p. 5.

9. **the space remaining in Remote Storage be assigned to Research.**
   To facilitate the incorporation of the Undergraduate collection into Research. Study Team.

10. **the Government Documents Library be expanded to include the USDA, Michigan Documents, and HUD contractor reports, and both Documents and the Labor and Industrial Relations Library be moved to the ground floor.**
    To provide adequate office space, collection storage room, study space, and room for growth for these two libraries. In addition, this will increase space available to the Reference Library for similar needs. Study Team.

11. **the existing staff lounge be transformed into a user lounge, the door to which would be continuously monitored to insure that food and drink does not leave the area.**
    To provide users with a place to take a study break for food and/or drink. Facilities, p. 11.

12. **the Document Delivery personnel located on the ground floor be relocated and this area, plus the current Discharging area, be made into a new staff lounge.**
    With the conversion of the existing staff lounge to a user lounge, a new staff lounge needs to be established. Study Team.

13. **the offices of the social sciences bibliographers be relocated to the third floor, West wing and the Systems and Planning Office be located off of the first floor.**
    To provide the maximum amount of space on the first floor for high use public services and the office space and seating that need to accompany them. Facilities, p. 7-8.

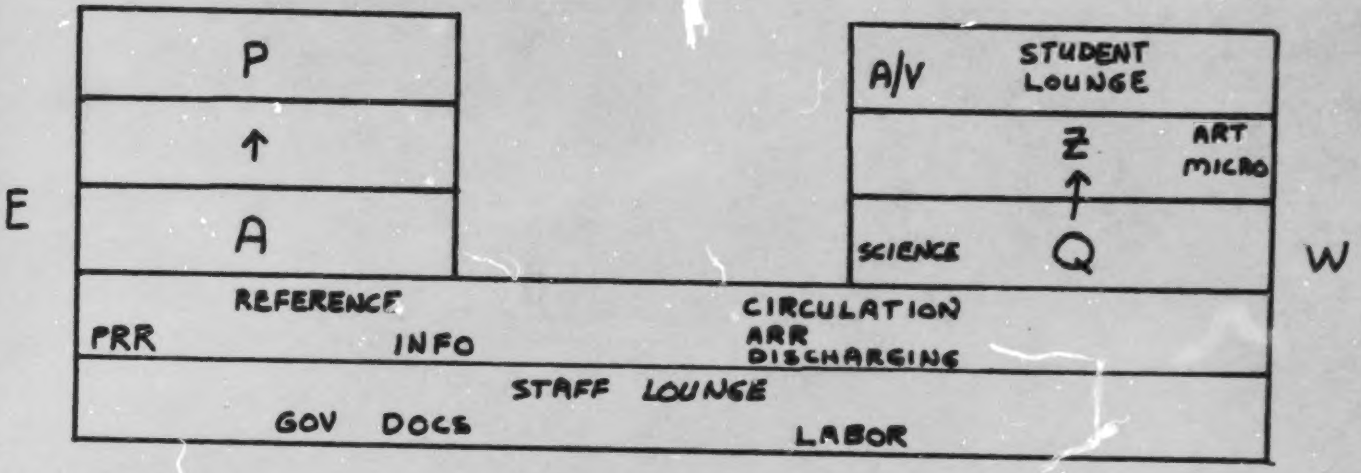
14. **the Urban Policy and Planning Library should be dissolved and its collection distributed as appropriate.**
    Current usage does not justify the continuation of this collection as a separately staffed library. Facilities, p. 8-9.

15. the Periodicals Reading Room be relocated in the general area where Reference Alcoves 1 through 6 are now.

    To place current periodicals in close proximity to reference assistance and the finding aids used to access these materials. Periodicals, p. 13, and Study Team.

16. the typing facility be relocated on the fourth floor, West, or on the first floor.

    To provide access to this facility during extended late hours, during which the entire first floor and the fourth floor, West, only would be open. Study Team.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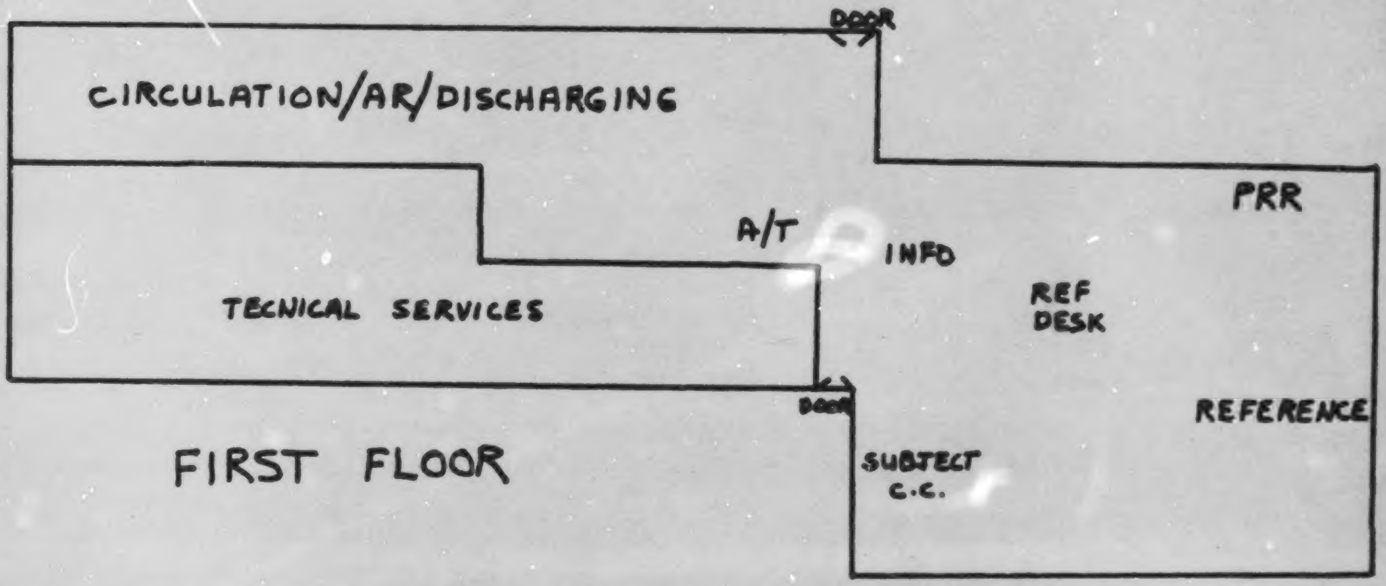
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17. the heating, lighting, humidity, air flow, and electricity for the building be reviewed and improved.

    To provide a consistently acceptable atmosphere for users, staff, and the long-term maintenance of the collection, as well as safe access to electrical outlets. Facilities, p. 10.

18. the Library administration should continually review the possibility of relocating the following units outside the Main Library: Continuing Education Library, Maps Library, Voice Library, and University Archives.

    No matter what steps are taken at this time, the Main Library will remain seriously overcommitted in terms of space, and relocation of any of the operations mentioned above would assist in easing the overcrowding without seriously affecting general Library operations. Facilities, p. 11.

19. the Library administration should encourage the University to provide additional funding for the Office of Handicapper Services to enable that office to remain open during evening hours. In addition, the Library administration should designate an additional room within the Library that can be reserved in advance for use by handicappers.

    Handicappers require additional area to work with student assistants and specialized equipment where they will not disturb, or be disturbed by, other Library users. User Needs, p. 4.

20. the purpose of the Audio/Visual Library be reevaluated and consideration be given to establishing an expanded and upgraded facility in terms of resources, cataloging of resources, and equipment.

    Resource collection needs generally to be augmented, including films; services might include more circulation of material and equipment. Undergraduate, p. 5.

21. a book return to replace the current book slide should be established close to the Red Cedar entrance.

    To provide a convenient book return for users entering at the Red Cedar entrance. Facilities, p. 8.

22. safe short term parking be provided in front of the Library.

    To allow users to park briefly, enter the Library, and return materials. Study Team.

23. the Library be connected with the University's coaxial cable network.

    To enable the Library to maintain its position as the prime provider of information to the University community. Facilities, p. 19.

(The following recommendations deal with Branch Libraries)

24. all branch libraries should have book returns that can be accessed whether the branch library is open or closed.
    To assist users in returning library materials. Facilities, p. 12.

25. signs in the branches be reviewed and upgraded.
    To assist users in locating services and materials. Facilities, p. 12.

26. database searching should be available in all branch libraries.
    This is, and may become even more so, a basic library function that needs to be provided through branch libraries. Facilities, p. 12.

27. current "committees" for informational exchange amongst the branches be revitalized so that regular meetings occur.
    To increase communication between branches so as to assist in the identification and solution of common problems. Facilities, p. 12.

28. branch libraries hold "open houses" for Library staff and faculty.
    To increase knowledge of branch operations throughout the Library system. Facilities, p. 12.

29. each branch library produce a Library Information Series handout describing the holdings and offerings of the branch.
    To better inform the Library staff and users about the branches. Facilities, p. 12.

30. book return service be established at Brody and Wilson dormitories on a trial basis, and if successful, expanded to the East Circle dorms and married housing units.
    To provide book return facilities in proximity to high-density living quarters. Facilities, p. 20.

(The following recommendations deal with nonaffiliated departmental reading rooms)

31. the Library recommend to the appropriate governing body that a campus wide "Library Services Committee" be established to review the need for nonaffiliated departmental reading rooms and subsequently make recommendations concerning the continuation/expansion or possible consolidation/termination of these facilities.
    To attain a more effective return per dollar spent on library services at MSU. Facilities, p. 15.

32. staff information bulletins and invitations to appropriate staff meetings and workshops be offered to nonaffiliated departmental reading room staff members.
    To assist the staff in these libraries to render high level service. Facilities, p. 14.

33. a project be undertaken, in conjunction with the departments supporting reading rooms, to determine the scope of journal holdings on campus, with the intention of establishing a campus serials holdings list.

To enable the Library to make referrals to these resources. Facilities, p. 14, Periodicals, p. 16.

34. the Library maintain and update annually a list of the nonaffiliated reading rooms and assist these facilities to render high-quality service by offering guidance, assistance, unwanted duplicates as appropriate and possibly technical services at cost.

Nonaffiliated libraries are perceived as part of the Library system and it is therefore logical that we strive to insure that the services offered at these locations are of good quality. Facilities, p. 14, Appendix G.

SERVICES

The MSU Libraries offer a wide range of services to its users. Within the economic restraints of the past few years services have been maintained and, in some cases, even expanded. This dedication to service remains the hallmark of the MSU Libraries. The Study Team, through the dedicated work of the individual task forces, has focused on library services with an eye on seeking how to improve, expand, modify or discontinue services for the benefit of its users. Our goal is to make use of the MSU Libraries as free of frustration and as full of success as possible to all users. Despite the apparent dichotomy of sophisticated researcher versus entering freshman we feel that our Libraries can provide high quality service to all users.

The Study Team further recognizes that the quality of services should not be sacrificed unnecessarily to increase the quantity of services. The economic, and therefore staff restraints mandate that we must continue to do the best we can with the resources that we have. We assume, although we look forward to having additional staff, that the increase in staff alone is not the only way to improve services.

Many of the recommendations that follow assume a Library Instruction Coordinator Position as described in the Staffing section of this report. Instruction was the most studied of any service that we offer. The Study Team feels that Library instruction is a most important area of public service. Not only is this our fastest growing service, but it is also one of the most diverse throughout the Library. The recommendations in this section are subdivided into Library Instruction and Access to Material.

LIBRARY INSTRUCTION

THE STUDY TEAM RECOMMENDS THAT:

35. unit administrators recognize library instruction as an essential part of our public services responsibility by allocating time for planning, preparing, and presenting instruction activities.

    Efforts in the area of library instruction will never be completely successful until this is done. Library Instruction, p. 25.

36. increased staff participation in library instruction be encouraged throughout the Libraries.

    Given the size of our user population, no program can hope to be successful without participation by a large segment of the Library staff. Library Instruction, p. 25.

37. Library instruction activities be evaluated routinely.

    If an ongoing library instruction program is to be successful, it must be routinely evaluated and adjusted. Library Instruction, p. 25.

38. instruction in the use of the libraries and library resources should be provided to all students who have class-related assignments. This would be administered by the Library Instruction Coordinator and taught by librarians knowledgeable in the subject, and would include presentations within the classroom or in the Library, as appropriate.

    Library instruction at the time that a student will be undertaking a class-related assignment is the most efficient and effective form of instruction. Library Instruction, p. 17.

39. Library instruction programs need to stress basic information about services that are available (such as instant book searches, holds, recalls, the existence of specialized branches, etc.), as well as teaching how to use specific sources.

    Library users are frequently unaware that certain services exist. User Needs, p. 11-13.

40. the following modifications should be made to ongoing library instruction programs:

    A. the concept of the library workbook should move towards a subject specific approach and away from the general approach as now used.

       It should be left to the Library Instruction Coordinator and other administrators as appropriate to decide whether we should simply begin by creating very specific workbooks for major curriculums (i.e. Telecommunications, Geology, Psychology, etc.) or simply go to a separate workbook for Humanities, Social Sciences, Sciences, or a combination of the two. Study Team.

    B. the general walk-in tours should be continued with the addition of a Science Library walk-in tour.

       Segmentation of the audience should provide tours of higher individual utility. Library Instruction, p. 9.

    C. the current program of library seminars should be continued with additional time for planning and opportunities for instructors to improve their teaching skills being provided, the offering of additional topics, the limitation of offerings to two terms per year, and the provision of a video display monitor.

       Seminars are well received but more time, topics, training, and equipment are required to allow the program to reach its full potential. Library Instruction, p. 12.

    D. Welcome Week activities should be continued but modified to approximate Open House activities.

       Information transfer during this period should emphasize only the most basic and routine material and not attempt to provide even beginning information on the use of library tools and finding aids. Library Instruction, p. 14.

E. ATL 117 course should be discontinued.

An extensive amount of staff time is required for the relatively few users reached. In addition, this approach does not coincide with the "Course-integrated" philosophy endorsed in this report. Library Instruction, p. 11.

F. The walk-in tours for OCLC and CLSI should be discontinued.

Participation does not currently justify the effort involved and the need for such personalized instruction on these systems is questionable. Library Instruction, p. 11.

41. the following alternative library instruction programs be established:

A. A self-guided tour should be developed as a handout that is available to users at all times.

A handout would serve a large audience at a low cost. Library Instruction, p. 14.

B. A self-operated slide/tape machine with headphones should be set up in the main lobby area to enable users to watch an informational slide/tape.

No staff presentation time would be required to make a large body of information continously available. Library Instruction, p. 15.

42. the Library Instruction Coordinator should monitor developments in computer-assisted instruction for possible application.

Computer-assisted instruction offers exceptional possibilities, but related costs and programming requirements are such that a specific recommendation for implementation cannot be made at this time. Library Instruction, p. 18.

ACCESS TO MATERIAL

43. the existing courier service should be upgraded to provide more frequent stops at all branch libraries, particularly Business, Conrad, Math and Engineering.

To effectively deal with the large volume of Main Library materials returned to the branches and vice versa, and to provide rapid delivery of Main Library materials to faculty members. User Needs p. 9, Facilities, p. 8 and Undergraduate, p.5.

44. Document Delivery coordinate a review of current policies and practices to include consideration of electronic transmission of ILL requests and facsimile copies of requested materials, any approach to reduce turnaround time for items borrowed from the University of Michigan and other area libraries, and the time required before search procedures allow users to submit ILL requests.

To enable the effective use of ILL within the constraints of a ten-week term. Periodicals, p. 16, and User Needs, p. 9-10.

45. the Libraries should provide access to RLIN database.

To enable users and staff to verify University of Michigan and other RLG holdings. User Needs, p.9, and Periodicals, p. 16.

46. the Libraries should provide the option of high-speed in-house printing of database search results.

To reduce the time and costs to users who need immediate access to database search results. User Needs, p. 9.

47. the Information Desk should schedule sufficient staff to permit instant searches at most times the library is open.

In a complex library system such as ours this is an important service. User Needs, p. 9.

48. those responsible for bindery operations should review existing procedures in an attempt to reduce the time that items are off the shelf for binding.

To provide reasonable access to materials within the restraints of the ten-week term. User Needs, p. 9-10, and Periodicals, p. 14.

49. basic tools, such as dictionaries and thesauri, be placed in all major study areas within the Libraries.

The use of dictionaries placed upon the second floor of the Undergraduate Library reflects a need not being met in other places of the Library where students study. Undergraduate, p. 5.

50. the Libraries should attempt to collect and provide access to materials relating to important current issues in our society and to foster the discussion of such issues, possibly through faculty forums, films, displays, reading lists and other methods.

The loss of the current issues file with the close of the Undergraduate Library was lamented by many. A review of services at other universities included those suggested above. The need for the Library to take a more active role in the discussion of current issues is assumed. Undergraduate, p. 6, 20, 22.

51. Public Service units should explore the provision of additional services by phone, such as book renewal and rush photocopying service.

To provide certain services without compelling the user to come to the Libraries. User Needs, p 10.

52. the Library Instruction Coordinator, the bibliographers, and the Head of Public Services develop an aggressive program to publicize to our user community the services available through the Libraries.

Faculty, staff, and students are, to a surprisingly large extent, unaware of many of the services that we offer. The distribution and content of informational literature, the mechanisms for faculty contact, and the entire public relations outreach efforts should be reexamined with the intention of increasing the MSU community's knowledge of the services available to them. User Needs, p. 12-13.

53. the Library Administration, in conjunction with public service unit heads, review the telephone system at public service points with the intention of improving sorting, screening, and channeling of calls.

The existing system promotes inefficient use of staff time and is frequently frustrating to users. Staff, p. 12.

54. Circulation Department should review the length of time required to process materials for Assigned Reading and revamp current procedures to shorten the interval between submission of a request and availability of the material.

The relative slowness of the Main Library procedures encourages many faculty members to place materials on assigned reading in branch libraries. It would be preferable to have most, if not all, assigned reading materials in one location. User Needs, p. 10.

STAFFING

The recommendations regarding staffing, which follow, have been designed with the aim of providing service that extends beyond the mere staffing of service desks to increased in-depth reference, enthusiastic and effective library instruction, and efficient database searching. The achievement of this high quality of service requires enlightened management of each unit within the system, some redistribution of staff, and in some cases, additions to the staff.

Recommendations in this section are inhibited by the following factors:

A. Satisfactory methods of evaluating and measuring work in public service have not yet been developed.
B. The public service function typically lacks a completion point, i.e. it is almost always possible to do more. It is, therefore, difficult, if not impossible, to judge what constitutes an adequate amount of service.
C. There are difficulties intrinsic to studying and analyzing the inner workings of individual public service units, particularly given the constraint that individuals not be examined.

THE STUDY TEAM RECOMMENDS THAT:

55. the size of the public service staff be increased.

Staff size, by any objective measure or comparison, is inadequate to support the programs necessary for a large diverse University such as MSU. Staff, p. 5, 6; User Needs, p. 6, 9, 12-13; Undergraduate, p. 4.

56. as efforts are made to increase the size of the library staff, the number of clerical-technical positions, both paraprofessional and clerical, be increased in proportion to the number of librarian positions.

Librarians at this institution perform a substantial amount of clerical work which could be more efficiently performed by the clerical staff. Staff, p. 5, 6, 9-11, and Library Instruction p. 23.

57. the following service points in the Main Library be staffed during every hour the Library is open except for extended late hours: Art and Maps, Audio-Visual, Circulation, Copy Center, Documents, Information, Microforms, PRR, and Science.

Consistent hours of service provide users with better service. MSU has many non-traditional students who must to use the Library at odd hours. MSU Libraries also serve a large non-university population from the business community and the government sector which is unable to make use of the Library during traditional working hours. Staff, p. 9, User Needs, p. 9-10.

58. the Library implement a long-term internal job-exchange program.

Such a program would provide an opportunity for staff development within the existing operation. The exchange program would be tailored to address actual staff needs. By establishing exchanges between related units job skills would improve and service would benefit accordingly. Such a program of staff development would prove stimulating to those involved. Staff, p. 14.

59. the Library engage outside consultants to provide expertise such as graphic skills when needed.

In areas requiring non-traditional or new library skills the hiring of services from the outside would provide needed help in an efficient and effective manner. The Library would be able to make fuller and speedier use of the technologies introduced. Staff, p. 12.

60. a Library Instruction Coordinator full-time position be created to:

   A. coordinate both group-oriented and individual bibliographic instruction activities and services
   B. supervise and organize course-integrated outreach programs, including collecting syllabi on an on-going basis and making class contacts with faculty to encourage library participation in library assignments
   C. plan and implement library instruction programs for the entire Library system including writing and revising goals and objectives for all programs and designing evaluation instruments to be used with specific programs and evaluating the over-all results of programs
   D. establish and maintain an active liaison with undergraduate advisors, faculty and others involved in undergraduate education
   E. continue to develop "self-serve" library orientation and bibliographic instruction materials; responsibility for overseeing materials preparations, maintenance and updating of handouts, photocopying, creating graphics, etc.
   F. be responsible for publicity for any library instruction programs; investigate the possibility of producing a regular column in the student newspaper devoted to describing library services and resources, answering questions and responding to some suggestion box inquiries
   G. provide training and staff development opportunities to those staff members involved in library instruction

A centralized coordinator for library instruction would provide for the best and most efficient use of staff, resources and support services, and would guarantee a degree of quality control for the expanded library instruction program being recommended. A Coordinator of Library Instruction would be especially aware of the undergraduates and would develop and implement programs to meet their needs. The Coordinator would be responsible for ensuring the development of programs to meet all MSU Library user instructional needs in priority order, for the maintenance of a full program with clear and measurable objectives, and for the development of a comprehensive, program-wide set of instruments for evaluating library instruction programs. Library Instruction, p. 25-26, Undergraduate, p. 3, and User Needs, p. 12.

61. coordination of equipment maintenance and repair be centralized with one staff member.

The ever increasing use of microform and of online systems scatters machines and equipment throughout the system. It is inefficient to have each unit possess the expertise to deal with maintenance and repair. This function should therefore be centralized. Undergraduate, p. 6.

62. additional staff to bring the checklist up-to-date and maintain it on a current basis be provided.

One authoritative file for all bound serials would improve service for bound serial inquiries. Periodicals, p. 7.

63. the following positions be redefined to reflect current needs:

A. A position in Circulation be upgraded to include responsibility for computer operations backup.

The Library's increasing dependence on automation necessitates sufficient staff familiar with and capable of computer maintenance. Undue reliance on a single position is unrealistic. Staff, p. 20.

B. The responsibility for searching, stack assistance, and stack maintenance functions be consolidated.

The inter-relationship between these functions indicates that their consolidation would improve shelving and locating of shelved material. Undergraduate, p. 4.

C. Identifiable personnel provide on-site assistance in major stack areas during high-use hours.

Direct, immediate assistance to users unable to find materials on the shelves would greatly lessen user frustration. Undergraduate, p. 3.

64. as staff is increased to support an expanded delivery service, an attempt be made to designate one individual to conduct the mail and remote storage runs.

Additional pickup runs to the branches, particularly Business, Conrad, Math and Engineering, need to be established to deal effectively with the heavy volume of Main Library materials returned at the branches and vice-versa. In addition, it would be beneficial to have these runs entrusted to as few individuals as possible to increase their familiarity with special requirements at the various branches. Facilities, p. 8, 21; User Needs, p. 8; and Study Team.

65. **rigorous self-studies be conducted by units within the system to determine whether perceived difficulties can best be resolved through reallocation of tasks or through the addition of staff and, if so, how many and at what level. Guidance should be available to the units so that expertise and an outside perspective can add depth to the study.**

The Public Service Study, unable to analyze individual units in sufficient detail, can only suggest where staffing needs appear to be acute. The Study Team believes that in the following areas it is difficult to determine whether increased staff or other means would best solve the perceived difficulties but that additional staff should be considered to address the conditions described. The following locations are arranged alphabetically by location. Staff, p. 6, 7.

A. Art and Maps

The backlog of maps needs to be processed. Since the Library is a new depository for U.S. Government maps it will need additional help to process and maintain the collection. The new depository status will also demand increased reference service. Staff, p. 19.

B. Business

This branch is very heavily used and reference service should be extended in order to meet user demand. Additional support would allow for administrative time to monitor the library. Staff, p. 19-20.

C. Documents

There is a need to expand existing Documents reference service, to include database searching for example, without short-changing the time devoted to processing new material. Also, this report has recommended the addition of the USDA collection, Michigan Documents, and the HUD contractor reports to the Government Documents collection. Staff, p. 20-21.

D. Music

Staffing consisting of a librarian and student assistants only suggests that an excessive amount of clerical work is being performed by the librarian. The heavy use of the branch suggests that this staffing pattern might not be the most efficient. Staff, p. 22.

E. Planning and Design

The Planning and Design Library is receiving increasing use. The unique collection may require additional processing and reference support. Staff, p. 23.

F. **Science and Science Branch Libraries**

Science librarians, currently insufficient in number to provide adequate Science Reference Desk coverage, are frequently required to engage in clerical functions. The possibility of additional support staff, such as a departmental secretary, should be examined. Branches such as Physics, Animal Industries, Geology, and Engineering operate without adequate librarian level overview. Staff, p. 12, 24, 25.

G. **Special Collections**

The value of the Collection demands staff of sufficient size so that the area can be covered and reading room monitored at all times the unit is open. Staff, p. 26.

66. **the following units be evaluated for redistribution of staff.**

A. **Reference**

The ratio of librarians to support staff needs to be reduced. Currently, librarians perform many clerical functions that support staff could assume. The addition of support staff might provide for the transfer of one or two librarian positions. Study Team.

B. **Urban Policy and Planning**

If disbanded as recommended, some staff could be reassigned. Study Team.

C. **International Library**

The recommendations currently being developed regarding the future of the International Library should be reviewed in the context of potential reassignment of existing staff. Study Team.

COLLECTION AND COLLECTION ACCESS

The Study Team is making several recommendations which do not fit easily into the general categories of facilities, services, or staff. These recommendations primarily pertain to the collection and collection access.

The Study Team felt constrained by the parameters of the Public Services Study not to become involved, at the Task Force level, in an analysis of collection development activities in the MSU Libraries. Nevertheless, several Task Forces encountered collection development concerns in the course of their study of public services. While librarians may be able to draw a somewhat arbitrary line between non-public and public service responsibilities in a library, the library user tends to judge the services of the library on how adequately the collection serves his or her needs. "Hence, whether or not we own the item in question is a significant factor in our users' access to resources and other requests for our assistance. Users make less distinction betweeen services and resources than the Library staff does" (User Needs, p. 5). In light of this evidence presented in Task Force reports, the Study Team feels that collection development is fundamentally important to the continuing success of the MSU Libraries and that recommendations in this area be made.

Another area of widespread interest pertains to CLSI, its use and necessary enhancements. It is felt that much of the future of public service activities in the MSU Libraries is contingent upon the continued development of the CLSI database through the addition of expanded search capabilities and through a systematic inclusion of the Library's monograph, serial and bindery records. In order to capitalize upon the opportunities afforded by present technologies, the Library should move aggressively toward expanding CLSI into branch libraries and other remote campus locations.

THE STUDY TEAM RECOMMENDS THAT:

67. a comprehensive collection analysis project be undertaken.
    To assess the strengths and weaknesses of the collection, to review the collection needs of the University community and to plan for future efforts in collection development. User Needs, p. 2, 7, 10.

68. the conversion of all serial records to a machine readable format be completed as rapidly as possible.
    To allow for efficient record maintenance and the eventual consolidation of serials listings. Periodicals, p. 4.

69. a preservation program be established which would include the replacement of worn, mutilated and missing items.
    Proper collection maintenance facilitates library use and increases user satisfaction with the library collection and library services. User Needs, p. 9.

70. all monograph and serial records be included on CLSI, that the system be made searchable by subject, and that a project be undertaken to correct typographical errors and to input location information as required.

User access to the collection would be facilitated by having CLSI approximate an online catalog and by insuring the accuracy and reliability of CLSI records. User Needs, p. 8, and Periodicals, p. 4.

71. bindery records be automated and made available online.

The lack of centralized bindery records necessitates a complicated procedure for patrons to determine if materials are at the bindery. CLSI access to this information would expedite the process both for the Main Library patron and for remote CLSI users inquiring about the status of library materials. Undergraduate, p. 4, and Periodicals, p. 14, User Needs, p.9-10.

72. CLSI terminals be installed in all branch library locations, with the Business and Engineering libraries receiving top priority.

Interviews with branch librarians and other key personnel indicate a strong need for CLSI terminals in the branch libraries. Undergraduate, Appendix 4, p. 22-24; Staff, p. 12, and Facilities, p. 12, and User Needs, p. 5, 8.

73. an online serials check-in and control system be acquired as soon as an adequate system becomes available.

To allow for remote access to serials records, the elimination of multiple check-in records and control of materials in the binding process. Periodicals, p. 6.

74. the Library take a more aggressive position on the acquisition of new and additional equipment. To commence such a program, an appropriate administrator should be responsible for compiling a comprehensive survey of existing equipment to determine which machines need to be repaired or replaced, and what additional equipment is needed.

Inadequate and poorly maintained equipment causes a great deal of frustration among users and library staff. Equipment needs should be anticipatory, not merely reactive to user complaints. User Needs, p. 5., and Undergraduate, p. 5.

75. Library hours should be as consistent as possible throughout the year.

Users must be able to anticipate library hours. User Needs, p. 10.

76. provision of CLSI access in non-library locations be considered for long-term implementation.

A review of student housing locations on campus, in relation to where library services are provided, indicates that some areas of campus are not well-served. As the CLSI database expands to provide more comprehensive access to the collection, library patrons would benefit from having campus-wide access to CLSI. Undergraduate, Appendix 4, p. 22-25, Appendix 6, p. 26-27, and User Needs, p. 8.

APPENDIX I

STUDY TEAM HISTORY

On February 23, 1983, Dr. Richard E. Chapin issued the charge that created the Michigan State University Libraries' ARL Public Services Study Team. The nine members were challenged to generate an in-depth self-study of the public services of the M.S.U. Libraries that would lead to even better service for the students and faculty of the University. The Study Team was further charged to keep staff members informed of its activities during the study.

Three weeks later the study was launched with a two day planning and training session for the Study Team, led by Pat Swanson of the Office of Management Studies. The Study Team's enthusiasm was very high, and was communicated to the entire library staff at a general library staff meeting where all could meet the OMS adviser. Dr. Chapin established a deadline of early January, 1984 for the final report to be ready. A copy of the OMS Manual was placed on Assigned Reading for any interested staff member to read, and a Staff Information Bulletin was issued to keep everyone informed of the action.

Guided by the OMS Manual, the first step was the division of the Study Team into four groups of two people each, with the following areas of responsibility: (1) to define the Major Issues; (2) to prepare Environmental Statements (both Library and University-wide); (3) to complete an Inventory of Public Services as presently constituted; and (4) to form an advance Task Force on User Needs (which was also the first of several task forces to follow).

Through the rest of March and April, the Study Team members studied, read, interviewed, and wrote their individual documents, met and discussed them, and revised as necessary. Three documents were actually prepared: the Environmental Statement detailed where the Library and the University have been (historically) and where it is projected they are going; the two-part Inventory of Public Services listed (a) services with locations, and (b) 36 locations and the services rendered in each; and the Major Issues report defined those areas of concern about library services, as determined by questionnaires and interviews. (The methodologies and reports of these three groups are presented in Appendix I.) Because it was nearing the end of the Spring term, the User Needs Task Force decided to defer creation and administration of actual questionnaires and interviews until Fall term.

The Study Team's deliberations, based on the content of the three introductory documents, resulted in decisions concerning the nature of the Task Forces that were to be created. After much discussion, particularly of the Major Issues report, it was determined that there would be six Task Forces, namely; Facilities, Library Instruction, Periodicals Access and Control, Staffing, Undergraduate Services, and User Needs. After this decision, a general staff meeting was again called, at which Cliff Haka, Chair of the Study Team, handed out the charges to the Task Forces, and asked staff members who were interested to volunteer for service on whichever one interested them. There was a spirited question and answer period at the meeting, indicating a high level of interest. As a result of this high interest, the number of volunteers was greater than the places available, a gratifying development, but ultimately disappointing to those not selected.

Selection of the members of the Task Forces, and in particular the Chairperson of each, was not undertaken lightly. It was necessary to find the best people for each area of inquiry, and the Study Team sought the advice and approval of Dr. Chapin before the names were announced.

As mentioned earlier, charges had been written for each of the Task Forces, and one member of the Study Team was assigned to be a member of each Task Force; two Study Team members were assigned to the Facilities Task Force, the one with the greatest area to study and the most members. Study Team members thus assigned served not only as working Task Force members but also as liaison people between the Task Forces and the Study Team. Pat Swanson, now accompanied by Peg Overfield, returned to East Lansing to meet with the Task Force chairpersons and members, as well as with the Study Team. The visit on June 15 - 17, 1983 once again helped to generate the enthusiasm necessary to carry out such an in-depth study.

During the next month the Task Forces worked hard to submit plans of action to the Study Team (they were due by July 15). These plans were studied carefully by the Study Team and returned to the Task Forces with suggestions and additions as necessary. The Study Team tried to ensure that Task Forces were sharing certain information, whether gleaned from questionnaires or interviews, in order to eliminate some of the duplication of effort that otherwise would have taken place.

The reports of the individual task forces are appended to this report. Task Force work took place all summer and fall, consuming much time and effort for all involved. During this time, the Study Team met chiefly to make certain that Task Forces were on target and progressing satisfactorily. Task Force chronologies and methodologies may be found as part of their final reports

Preliminary reports from the Task Forces were requested on varying dates in October, so that the Study Team could consider each one separately and suggest modifications as appropriate. The Chairpersons of the Task Forces met with the Study Team as their preliminary reports were being considered. Their final reports were requested for the middle of November, and were turned in promptly.

With all of the results of the deliberations of the various Task Forces, plus all of the documentation that accompanied the reports now at hand, the Study Team began the difficult task of organizing this final report. Deliberations, which ran through November and December, were aided by the final visit of the OMS consultants on December 5-7. The report was submitted to Dr. Chapin in early January, 1984.

ENVIRONMENT

The Study Team members given the responsibility to gather information about the library and its environment referred to the OMS self-study manual for guidance in beginning their work. Specifically, we divided the seven sections suggested for study (on page 16 of the manual) into what we thought were equal halves. One member was responsible for (1) a summary of social, political, and economic factors likely to affect library services and (2) a summary of trends in higher education likely to affect library services. The other member began to develop a (4) institutional profile and (5) a library profile. Both members shared the responsibility to produce a (3) summary of trends in the library profession that affect services. The remaining two sections were dealt with by the Study Team as a whole.

Both members began by brainstorming for type of information needed to produce the summaries and profiles required. Once that was done further brainstorming succeeded in producing a list of sources that would provide that information: the bibliography in the self-study manual, annual reports of the university and the library, special reports of the library relevant university studies, review of the literature and key personnel. The majority of the time was spent collecting, reading, and analyzing existing information. Projections based upon our findings were submitted with the report to the Study Team.

REPORT OF THE
LIBRARY AND ITS ENVIRONMENT SUBCOMMITTEE

Office of Management Studies
Public Services Study
Michigan State University Libraries
May, 1983

Submitted by,

Anita Durant
Terry Link

ENVIRONMENTAL PROFILE - SOCIO-POLITICAL-ECONOMIC PROJECTIONS

No one knows what will transpire in the world around us in the next month, let alone the next 5-10 years. With that in mind I think it is best not to discuss what will happen, but rather to think about the forces that exist and will act upon us in the library profession. We cannot foresee wars, famines, economic collapses, or other major socio-political-economic events with any degree of certainty. Obviously any major event could change the situation as we know it today.

While many in our society worry about the all too feasible nuclear confrontation between superpowers, its arrival would simply erase our problems and us along with them. The feared economic collapse of the Third World is a real threat which many economists feel is inevitable. Such a collapse would have great repercussions here as our economy relies heavily on these external markets. A serious recession or even a depression could arise should such a collapse take place. The serious economic plight of the developing countries is creating increased pressure for immigration into the U.S. The Haitian, Vietnamese, and Cuban refugees of the past few years are representative of even larger influx of foreigners that wi-l hope to come to the U.S. for survival. Many of these developing countries are still experiencing huge growth rates in their population which is exacerbating the serious economic problem.

A greater influx of Third World refugees would affect libraries in that demand for foreign language materials would increase. Irregardless of new influx of foreign persons into the U.S., demographic projections see that Hispanics will become the largest minority group in the U.S. by the end of the century. The Spanish language will rise in importance as a major communicating avenue for many in our society. Libraries will need to supply materials and spanish speaking personnel to deal effectively with the increasing numbers. Demographics also indicate that our population is aging as the members of the baby boom generation begin to reach their fifties by the end of the century. This age group has not been brought up with computers and thus may not be as computer literate as their children. Increased leisure time will probably become more prevalent as the result of employment trends. The increased capability of new technology to replace men with machines will continue at a high rate. The demand for employment will grow regardless and thus a shorter work week is a likely answer to continued high unemployment.

The information explosion, already under way, will continue at an accele-ated pace. The rise of information brokers or information for a fee will also grow rapidly. Information will become a more marketable commodity. The print format wi-l continue to be the chief form of information. However, other technologies will take increasingly larger shares. As technologies improve, access to information should increase as a result of lower costs. More and more people will have access to computers for information access both at home and on the job. As computers continue to permeate our society, computer phobia will decrease. Television and other video formats will offer more and more information services beyond the nightly news.

The library will remain society's chief information store for many if for no other reason than the costs associated with other forms of information access. The library will continue to collect information that may never make it into other formats. Librarians will need to be knowledgeable of how information moves through our society as the formatting of information changes. On the job training as well as special courses will be essential for maintaining a high level of information control and thereby information access.

ENVIRONMENTAL PROFILE - HIGHER EDUCATION

A. Enrollments will decrease by 15% nationwide

B. Traditional age students will decrease by 25% by 1995

C. Federal student aid will be less reliable

D. Labor market will improve toward the end of the period(1995)

E. Larger institutions-state universities and research institutions will do better than average

F. State level - may lose some state universities and 2 year colleges

G. More vocational programs at first with a return to liberal arts toward the end of the period

H. New programs developed as the need arises

I. Older faculty means less likely to try new techniques or new programs

J. Computer assisted instruction increase

K. Upturn in enrollments in the late 1990's

L. Part-time students will increase

M. Increase graduate school enrollments

N. Less going away to school - demise of residential colleges

O. New technology will allow greater away from school learning-growth in external degree programs

P. Increase interest in interdisciplinary studies- everything is related syndrome

Q. More leisure time

R. Energy costs to rise

1981-82 Profile

PhD's Awarded

Wisconsin	892
Ohio St.	580
Michigan	565
Illinois	548
Minnesota	513
Michigan St.	488
Indiana	377
Northwestern	307
Iowa	305
Purdue	293

PhD Fields

Wisconsin	128
Michigan	123
Michigan St.	115
Indiana	99
Minnesota	88
Ohio St.	84
Illinois	75
Northwestern	65
Iowa	56
Purdue	53

Enrollment Fulltime

Ohio St.	45,945
Minnesota	39,611
Michigan St.	35,364
Illinois	31,732
Michigan	31,190
Purdue	29,175
Indiana	26,998
Wisconsin	25,987
Iowa	21,070
Northwestern	12,121

Part-time FTE

Northwestern	9,579
Minnesota	9,457
Michigan	4,033
Michigan St.	3,979
Illinois	3,420
Iowa	2,277
Ohio St.	1,757
Wisconsin	1,213
Purdue	1.130
Indiana	709

Fulltime Grad

Michigan	10,306
Wisconsin	9,058
Minnesota	8,163
Illinois	6,323
Ohio St.	6,267
Northwestern	4,989
Indiana	3,678
Michigan St.	3,469
Purdue	3,360
Iowa	2,964

Parttime Grad FTE

Michigan	2,609
Illinois	2,332
Michigan St.	2,047
Northwestern	1,596
Wisconsin	1,189
Iowa	1,153
Ohio St.	787
Minnesota	553
Purdue	509
Indiana	356

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ENVIRONMENTAL PROJECTIONS- CURRENT DEVELOPMENTS IN THE LIBRARY PROFESSION

1. Economic
   - Funds will continue to be tight

2. Technology
   - Microcomputers will become more available
     - access directly to other sources of info outside of the Library
     - used inhouse to store and file information -e.g. newspaper indexing
     - home and office access
     - computer assisted instruction
     - multiple software packages for users
   - Electronic mail, telefacsimile transmission will provide faster and more efficient ILL service
   - Enhancement of inhouse systems, e.g. CLSI subject access
   - Development of software packages making access to computer based information more accessible to the untrained

3. Publishing industry changes
   - conglomeration within sectors of the information industry as well as throughout the publishing sector
   - improved telecommunications and laser production methods will increase the speed of publishing, give better control of surplus inventory - e.g. easier to make smaller production runs

4. National legislative developments
   - restrictions on government information access- e.g. curtailment of the Freedom of Information Act
   - steady funding for libraries and higher education at the federal level
   - some new funding for improving technology in libraries especially through cooperatives

5. Network developments
   - increase in use of computers will result in easier exchange of information
   - more sharing of material to keep costs down
   - shared collection development to keep costs down

ENVIRONMENTAL PROFILE- MICHIGAN STATE UNIVERSITY

When Michigan State University-then the Agricultural College of the State of Michigan-opened its doors in 1857, two years after its establishment by the Michigan legislature, February 12, 1855, six professors and 60 students were present. Only a few buildings stood in stump-filled clearings, and the library contained fewer than 1,000 volumes; but here the first state institution in the nation was founded to incorporate science and practice in the education of farmers and workers in education and industry. Michigan State University is the pioneer land-grant institution. As similar agricultural colleges were generated in other states by the Morrill Act of 1862, they drew upon the graduates of the College and educational innovations developed at East Lansing.

As students preparing for occupations other than agriculture sought the advantages of college training, the institution adapted to their needs. Curricula in engineering (1885), in home economics (1896), in veterinary medicine (1909), and in business administration (1925) were only the beginning. Established in 1922 and 1924 respectively, the divisions of applied science and liberal arts-which were combined in 1944-opened further fields of inquiry.

During this early period of rapid growth, specialization accelerated and general education lost its emphasis in the curriculum. To counter this trend, the Basic College, later named University College, was organized in 1944 to provide a general education thrust for the curriculum. In 1979 the decision was made to maintain these general education functions by redistributing the University College departments among the Colleges of Arts and Letters, Social Science and Natural Science.

Following World War II, the University grew dramatically from an enrollment of 3,800 in 1944 to 17,184 as it celebrated its centennial in 1955. The Colleges of Education (1952) and Communications Arts and Sciences (1955) were established in this period. In 1956, a Dean of International Studies was named and in 1962 the Colleges of Natural Science, Social Science and Arts and Letters were organized as separate academic units and replaced the College of Science and Arts.

The undergraduate academic program was strengthened in 1957 with the establishment of the Honors College and in 1965 with the formation of the first residential semi-autonomous unit, Justin Morrill College. (In 1979 this college became Justin Morrill Inter-College Programs and a constituent unit of the Colleges of Arts and Letters, Natural Science and Social Science.) Two other small residential colleges within the larger University, Lyman Briggs and James Madison, were established in 1967. That year the total MSU enrollment reached 42,050.

The College of Human Medicine admitted its first students to a two-year program in 1966 and became a four-year program in 1969. The College of Osteopathic Medicine began its first class in 1971-72 and was the first state-supported medical college of this type.

The most recent additions to the University's organization were the College of Urban Development in 1973 and the College of Nursing in 1980. In 1978, to meet the needs of non-traditional students, a Dean of Lifelong Education Programs was appointed as the University began reorganization of its continuing education programs.

Today, anticipating the general decline in traditional college-age population, the University faces new challenges. Among these are the extension of the University and its academic programs to larger numbers of people in the state, nation and world. Although the College of Urban Development was dissolved in 1982 there still exists a Center for Urban Affairs to develop academic, research and action programs relevant to the problems of urban communities, and Equal Opportunity Programs to make the University an equal opportunity/affirmative action institution. An Antidiscrimination Judicial Board implements the University's antidiscrimination policy. The University's commitment to increase women and minority enrollments in both undergraduate and graduate levels continues.

Michigan State University has a selective admissions policy. Seventy-five percent of its freshmen come from the top thirty percent of their high school graduating classes. The University has a Developmental Admissions Program to provide opportunity for disadvantaged students. Students come to Michigan State University from every section of Michigan, every state in the nation, and 102 foreign countries. Among the graduates are distinguished scholars and educators whose names and scholarly activities are known throughout the world.

In 1983, Michigan State University has the largest undergraduate student body in the state, is a premier land-grant institution, and is a member of the Association of American Universities (AAU).[1]

MSU carries out its goals and objectives as outlined in its Mission Statement[2] by discharging three primary responsibilities: instruction, research, and public service. Academic excellence, a fundamental goal, is achieved through faculty, students, support services (including the library), and academic programs throughout this institution. The following is a brief description of the four major institutional foci: undergraduate programs, advanced studies, research and creative activities and public service.

Undergraduate Programs: Provide educational opportunities to students from various academic preparations and locations. These students are enrolled in over two hundred ba-calaureate degree programs. In 1980, the faculty reaffirmed its commitment to general education and adopted the policy that responsibility for general, liberal education instruction should be extended to a larger number of departments. A total of 21 departments were involved in general education programs during 1982-1983 academic year. The Office of Overseas Study offers term, summer and year long programs in Europe, Asia and Latin America. A wide range of student support services are available to aid students in completing their education. Honors College provides high achieving undergraduate students opportunities to develop challenging programs of study. Emphasis is given to admissions programs for educationally disadvantaged students who have academic potential, special summer programsfor high school and younger students, and the High Achieving High School Student Program.

Advanced Studies: These are the graduate, graduate-professional, post doctoral, and residency programs. MSU offers more than one hundred seventy advanced degree programs, including seven different doctoral degrees, twelve different master's degrees, the Diploma for Advanced Study, and the Education Specialist degree. These degrees are offered in thirteen colleges and cover most of the basic disciplines and many professional fields. Ph.D. programs in the basic disciplines and some of the professional colleges are directed towards development of researchers and scholars.

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[1] Michigan State University. Faculty Handbook, 1981.

[2] (see Appendix A)

Research and Creative Activity: Research is an essential university activity. Because of its value to all parts of society, research projects are supported by public and private funds - over $60 million dollars received during this academic year. As a premier land-grant university that has earned AAU status, Michigan State University's research goals are (1) to advance knowledge as an end in itself, and (2) to advance knowledge and applications of knowledge to facilitate and assist people and society in solving problems. MSU is one of the world's leading research institutions. Although some research is conducted by a lone researcher, most is carried out by teams of two or more persons.

Research projects[3] are as diverse as the curriculum and interests of the faculty. Projects range from research in crops, animal and forestry production to criminal justice, design, theater, education and engineering. International research projects are an integral part of these activities.

Public Service: MSU is committed to the goal of being sensitive to the needs of a dynamic and complex society and to carrying on programs of public service that contribute to the well-being and development of the people of our state, our nation, and the world. Priority in public service programs is given to those areas that complement research and instructional programs; are congruent with faculty competencies and interests; and are economically feasible. Major components are the Cooperative Extension Service, Lifelong Education, International Studies and Urban Affairs Programs. A number of units, such as the School of Social Work, administer formally organized public service activities.

MSU's faculty is comprised of competent professionals and researchers from diverse academic, socio-economic and geographic backgrounds. During the last five years the size of the fculty has fluctuated with the latest trend showing a loss in full-time faculty. A slight growth in the number of part-time faculty has not completely compensated for this decrease.

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[3] Departmental grants exceeding $100,000; (see Appendix B)

"ACADEMIC" PERSONNEL NUMERICAL PROFILE

Full-Time Faculty					
Year	Tenured	Not Tenured	Secured*	Not Secured	Total
1978	1814	457	284	832	3387
1979	1845	470	290	965	3570
1980	1848	445	303	934	3530
1981	1799	376	288	914	3380
1982	1757	349	275	886	3267
Part-Time Faculty					
1978	5	3	24	225	257
1979	5	2	21	300	328
1980	11	2	25	261	299
1981	14		29	263	306
1982	16	1	30	234	281

Excerpted from University Data Book

*Secured personnel are faculty who are under continuous appointment.

Figure 1

Since 1978 there has been a shift in program enrollments at MSU. During this period enrollments in computer science, communications and chemical engineering have shown a marked increase, while the social sciences and agriculture are on the decline.

Foreign student enrollments increased during this period from 1253 to 1586, representing 102 different nations. The majority are enrolled in Master's and doctoral programs.

STUDENT ENROLLMENTS

	Spring 1978	Spring 1983
Undergraduate	32,127	29,517
Masters	4,371	3,732
Doctoral	2,399	2,213
Graduate/Professional	1,000	1,211
Total	39,897	36,678
Foreign Student Enrollments		
Brazil	73	38
Canada	55	71
India	32	67
Iran	212	117
Japan	73	71
Korea	29	129
Malaysia	7	65
Nigeria	59	43
Saudia Arabia	104	89
Taiwan	88	178

Figure 2

Michigan State University is under the general supervision and direction of the Board of Trustees. This body is composed of eight members who are elected at large from the state for a term of eight years. The Board appoints the president who is the presiding officer. In addition to the president, key administrative officers and representatives from both the faculty and student body also attend meetings.

Through academic governance the Board delegates to the officers of the University and faculty jurisdiction and authority over day-to-day operations for which they are accountable to the Board. Due consideration is given to student opinions on matters directly affecting them.

The faculty is organized into units - departments, schools, institutes, etc. - which are attached to at least one college; however, attachment to two or more colleges is common at MSU. Each college and each unit has jurisdiction over its internal affairs within University policy through elective advisory councils.

The Academic Senate has several functions. It acts on revisions to the Bylaws for Academic Governance, issues raised by the Academic Council, faculty or the Senate itself. The Academic Senate serves as a communication link between the administration and the faculty and as the disseminator of information.

MSU's Academic Council is composed of the Faculty Council, Appointed Council, Student Council, designated members of the Academic Council standing committees - the Steering Committee, the president, provost and designated ex-officio members. Its function is to consider all matters brought before the group; provide a forum for dissemination of information and exchange views regarding University policy. Standing committees include Academic Environment, Academic Governance, Academic Policy, Curriculum, Faculty Affairs, Faculty Tenure, Student Affairs and the University Graduate Council.

MSU received operational funding from a number of sources including student fees, state and federal appropriations, private fund-raising and endowed chairs.[5] During this fiscal year MSU has received in excess of sixty million dollars in research funds.

Changes in public policy - as reflected in federal and state budgets - has seriously reduced the monies available to all educational institutions including those of higher learning. It is expected that MSU will receive the limited fiscal support in the short term for sustaining and developing programs.

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[5] See Appendix C.

MSU has made the commitment to maintaining a diversity of choices for undergraduate students. A priority will be to shift resources to areas of student demand while preserving the diversity essential to a comprehensive university and future student needs.

The library has been a priority for the last twenty years. This status will be continued despite budget constraints.

For the next three to five years MSU must meet its challenges by:

- Improving effectiveness and efficiency throughout the University;
- Focusing resources for the higher priority activities;
- Consolidating activities, e.g., courses, programs, services;
- Revising courses and curriculums to focus time and effort on the most essential components of programs;
- Seeking new avenues of cooperation across departmental, school and college boundaries and even external institutions.[6]

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[6] Michigan State University. Environmental Assumptions. February, 1983.

TENTATIVE UNIVERSITY ENVIRONMENTAL ASSUMPTIONS

As the University moves towards the nineteen nineties, certain assumptions have been drafted. These tentative assumptions are still in the developmental stage. They are included here because they are somewhat indicative of the administration's perception of the role of the University in the larger society.

1. The level of state appropriations will remain constant, with increases only to cover the cost of inflation.

2. New programs will be funded by line items and not folded in to the University's General Fund.

3. New programs established by colleges and universities will have to come from a reallocation of funds.

4. Overall research and development funding should continue to show modest growth.

5. Federal funding for natural sciences and engineering will increase the most with modest increases for social sciences, behavioral sciences and humanities.

6. Funding will continue to attract from all sources: industry and government, for research, for projects such as the National Superconducting Cyclotron Lab and International Programs. Such increased private giving for student financial aid to maintain access to educational opportunity for all qualified students.

7. MSU's economic development efforts will continue to grow and diversify accross the University.

8. "User-pay" efforts will predominate.

9. Other Michigan universities will move aggressively into an area where MSU was once predominant.

10. Businesses and industries will continue to grow in sophistication by tapping into University expertise: National expertise for large firms and small firms will depend on Michigan institutions.

11. Business-industry will strenghthen its lobby for greater access to University expertise.

12. Private consulting firms will grow and absorb some of the market, but they will in turn seek to draw on University expertise.

13. Technology for delivering expertise will grow in sophistication.

14. State funded institutes will grow in research and development outputs and become competitors for University roles.

15. Equipment will continue to be more complex and costly to purchase and operate.

16. Growing relationships with industry will bring new sources for equipment funding, equipment gifts and various joint efforts.

17. Super computer costs will demand inter-university networking.

18. MSU equipment development groups will continue to bring in more sophisticated instruments and help deploy their use in society at large.

19. Students will receive less support from state and federal governments.

20. Financial aid dollars for scholarships and grants will become increasingly important as the University competes for the more talented student.

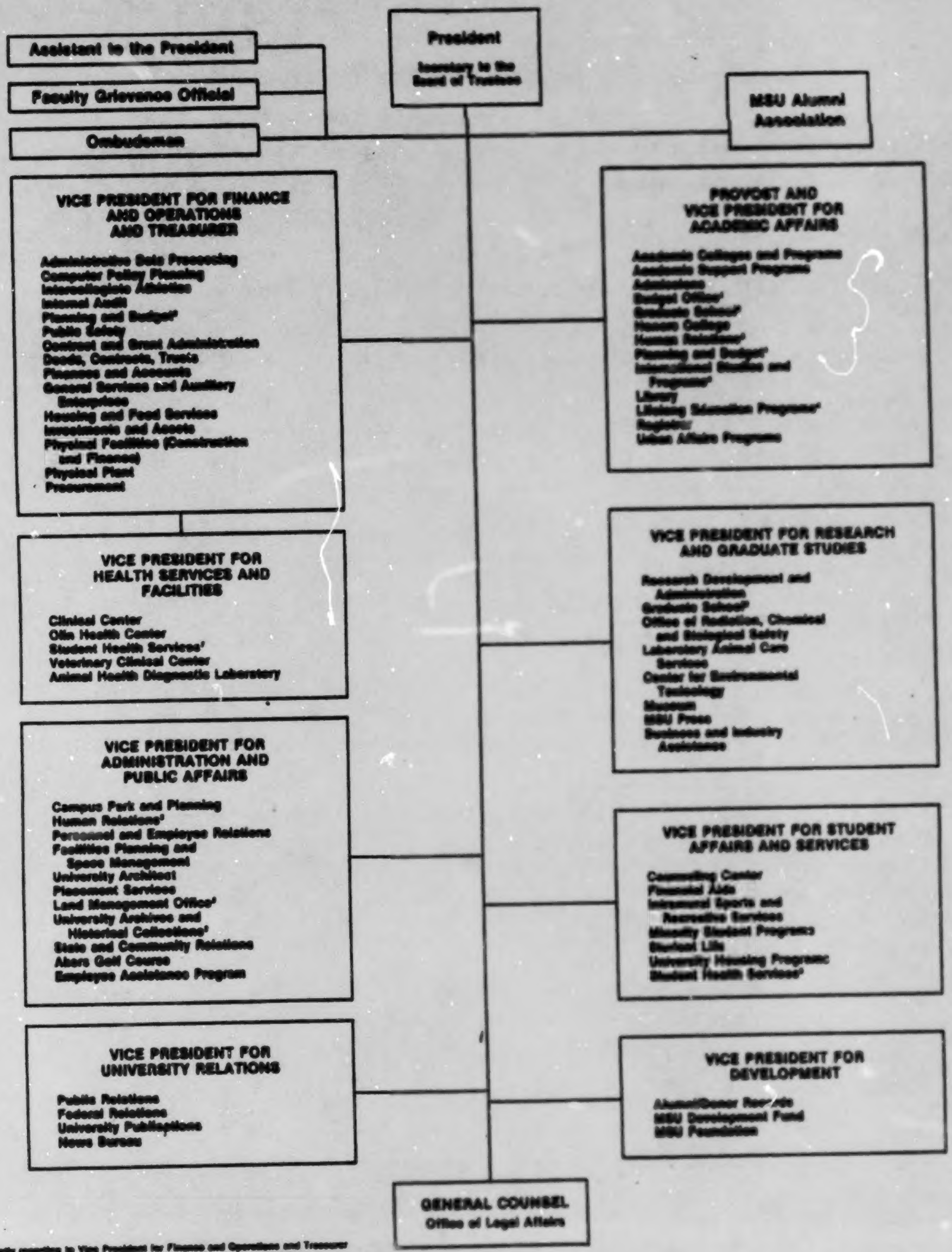
21. Significant funds will be necessary to renovate existing facilities in order to accommodate changing program mix and new technological advances in laboratory and communicating systems and to maintain safety standards.

22. The University will shift resources to areas of high student demand while maintaining selected basic programs to maintain the diversity necessary for a comprehensive university.

MICHIGAN STATE UNIVERSITY

ADMINISTRATIVE ORGANIZATION

MARCH 1983



President
Secretary to the Board of Trustees

Assistant to the President

Faculty Grievance Official

Ombudsman

MSU Alumni Association

VICE PRESIDENT FOR FINANCE AND OPERATIONS AND TREASURER

Administrative Data Processing
Computer Policy Planning
Intercollegiate Athletics
Internal Audit
Planning and Budget
Public Safety
Contract and Grant Administration
Deeds, Contracts, Trusts
Finances and Accounts
General Services and Auxiliary Enterprises
Housing and Food Services
Investments and Assets
Physical Facilities (Construction and Finance)
Physical Plant
Procurement

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Olin Health Center
Student Health Services
Veterinary Clinical Center
Animal Health Diagnostic Laboratory

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Facilities Planning and Space Management
University Architect
Placement Services
Land Management Office
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Akers Golf Course
Employee Assistance Program

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Public Relations
Federal Relations
University Publications
News Bureau

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Academic Support Programs
Admissions
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Graduate School
Honors College
Human Relations
Planning and Budget
International Studies and Programs
Library
Lifelong Education Programs
Registrar
Urban Affairs Programs

VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

Research Development and Administration
Graduate School
Office of Radiation, Chemical and Biological Safety
Laboratory Animal Care Services
Center for Environmental Toxicology
Museum
MSU Press
Business and Industry Assistance

VICE PRESIDENT FOR STUDENT AFFAIRS AND SERVICES

Counseling Center
Financial Aids
Intramural Sports and Recreative Services
Minority Student Programs
Student Life
University Housing Programs
Student Health Services

VICE PRESIDENT FOR DEVELOPMENT

Alumni/Donor Records
MSU Development Fund
MSU Foundation

GENERAL COUNSEL
Office of Legal Affairs

1 Jointly reporting to Vice President for Finance and Operations and Treasurer
2 Jointly reporting to Provost and Vice President for Academic Affairs
3 Jointly reporting to Vice President for Administration and Public Affairs
4 Jointly reporting to President
5 Jointly reporting to Vice President for Research and Graduate Studies
6 Joint responsibility with Vice President for Health Services and Facilities
7 Joint responsibility with Vice President for Student Affairs and Services

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ENVIRONMENTAL PROFILE- MICHIGAN STATE UNIVERSITY LIBRARIES

The Libraries have a rapidly growing collection of over 2,800,000 volumes and 1,722,693 microforms, which are divided into three basic collections: the Research Library, the Undergraduate Library, and the Science Library. The Research Library houses advanced works in the social sciences and the humanities; the Science Library's collections include the general and specialized works in the physical and biological sciences; and the Undergraduate Library has a general collection and is normally more suited to browsing.

The air-conditioned library building is a four-story building with two wings, with the Research Library in the East Wing and the Undergraduate Library in the West Wing. The first floor is devoted to general library services, and several specialized collections, such as Information, Reference, the Card Catalogs, the Periodical Reading Room, the Documents Collections, the Urban Policy and Planning Library, the Labor and Industrial Relations Library, and Technical Services. The ground floor houses the Science Library, Special Collections and the Continuing Education Library. The second floor of the West Wing houses Circulation, Assigned Reading, and the Undergraduate Collections. The International Library, the Art Library, and the Maps and Microforms collections are located on the third floor of the West Wing. The fourth floor of the West Wing houses the Voice Library, the Audio-Visual Library, and faculty study carrels. Conference rooms for use by individuals and small groups are located on the second and third floors of the West Wing.

Quiet study alcoves are located on each floor of the Research Library and public typing rooms are available. Lockers are available for graduate student use.

Librarians are on duty at the Reference Desk from whom students can learn about specialized reference sources, collections, and bibliographic tools. The Library participates in Interlibrary Loan, and is a member of the Center for Research Libraries in Chicago. Material needed for graduate and faculty research that is not avilable in the Library, can be obtained through the Reference Desk or Document Delivery unit.

All United States government and United Nations publications plus selected Canadian documents are in the Library. Most of these are kept in the Documents Collection and can be found through the Document Title Catalog. the Monthly Catalog of U.S. Government Publications and other bibliographies located in the Documents Collection. U.S.D.A. documents are conveniently housed in the Science Library.

Librarians in the Reference Library, in the Science Library, and in some specialized collections perform customized, in-depth, online searches on many of the steadily increasing number of interdisciplinary and specialized bibliographic data bases now accessible on the computers of various organizations scattered across the country.

Approximately 20,500 separate serial titles are received regularly. They can be located through title and subject entries in the Card Catalog and the Serial Holdings List. Heavily-used current periodicals and English and foreign newspapers are in the Periodical Reading Room. Scientific periodicals are usually housed either in the Science Library or in the departmental libraries.

The Special Collections division houses over 100,000 volumes, including the Library's rare books. The areas of specialization range from French history; American, English and Irish literature; and American radical movements, to early natural history and veterinary medicine. The veterinary collections, consisting mainly of books printed before 1800, is the largest of its kind in the world. Rare and out-of-print editions of works in microcopy and the equipment necessary for reading them are in the Microforms Collection on the third floor, West Wing. The Russell B. Nye, Popular Culture Collection contains well over 5,000 individual comic art items published in several languages and in a variety of non-book formats.

Established in 1963 as a separate division of the University Library, the International Library offers a variety of services in support of teaching, research, and public service concerning foreign areas. Among its activities, the International Library is responsible for the development of library collections in the humanities and social sciences for African, East Asian, Southern Asian, and Latin American Studies. It renders bibliographic advisory service and provides special reference assistance to students, faculty, and others engaged in international studies and programs, and also offers library consultation to MSU's overseas technical assistance projects. Further, the International Library maintains close affiliation with other specialized research collections in the United States and abroad and is represented on the advisory committees of the several MSU area studies centers and institutes.

The interpretation of library collections to the academic community is provided through subject and general bibliographies issued periodically by the International Library. Among them, _On Mao Tsetung_, _Research Sources for South Asian Studies in Economic Development_, and _Current Periodicals for Latin American Studies_ are monograph length publications. Since 1965, _Africana: Select Recent Acquisitions_, a quarterly bibliography, has provided an up-to-date service for Africanists. Since 1977 its Sahel Documentation Center has published the bilingual quarterly Sahel: _Bibliographic Bulletin/Bulletin Bibliographique_. Both of these publications have world-wide distribution.

The Library provides collections for specialized research in business administration, chemistry, engineering, geology, mathematics, music, and physics-astronomy. These collections are usually located within the buildings of their respective departments or colleges.

Located on the ground floor of the West Wing of the Library, the Michigan State University archival program was established to promote the management and preservation of the accumulated noncurrent records of University departments which have continuing legal, administrative, or historical value. The University Archives contains donated papers of the faculty, staff, and alumni. Although this University unit is not a part of the MSU Libraries system it is an invaluable resource to the research community.

The Historical Collections section is a repository for the personal papers and documents of non-University individuals and social, civic, business, ethnic, and religious organizations, local and national in character. These research materials include correspondence, diaries, scrapbooks, memoirs, photographs, and institutional records.

University Archives and Historical Collections maintains a large picture collection depicting the MSU campus, teaching and research activities, students and faculty, and social, civic, and business activities throughout the state and nation from the mid-nineteenth century to the present.

Materials in the University Archives and Historical Collections are available for use in the Archives by faculty, staff, students, and the general public. Photocopies of unrestricted items may be furnished at cost upon request.[7]

MSU Libraries have grown and prospered beyond the imagination of the early administration and faculty. The first library operations were similar to the present departmental reading rooms.

Under the tutelage of George C. Fairchild and the support of President Abbot, the library became a significant, integral part of the academic community. Initially the library collection was built through gifts from various benefactors. Influenced by Fairchild, Abbot instituted a matriculation fee which was applied to the purchase of library books. The first acquisition was the new edition of the Encyclopedia Britannica which cost $178. Silliman's Journals were purchased the next year at an added cost of $241.

In 1867 professors were allocated fifty dollars each for the purchase of books in their field. This amount was later increased to one hundred dollars. By 1885 the holdings had grown to 7,500 books and 150 periodicals, a small but adequate collection at the time. After May, J. C. Merrill was appointed full-time librarian in 1883, library hours increased from two per day to fifty-six hours a week in summer and seventy in early spring and late fall.

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[7] Michigan State University Publications, Graduate Studies, Vol 76(5), July, 1982.

The effectiveness of the library increased substantially under the leadership of Linda Langdon who began a forty year tenure as librarian in 1891. She developed the first adequate card catalog, classifying books under the Cuttler system. During this period the science collections, especially in horticulture, became the finest in this country. Holdings in literature, government, economics and philosophy grew substantially. By 1885 the total collection included 18,000 bound volumes.

By the year 1915, President Snyder reported, "Although book purchases had not kept pace with enrollment, acquisition had so outrun space that by 1915 one-half the volumes were stored in basements and attics of other buildings. Nor could this be charged to a policy of sacrificing books for chairs . . . almost any evening students could be seen trying to read standing with their backs against the wall."[8] Time changes everything but most things remain the same is an appropriate epithet for the library. Snyder's 1915 description is just as appropriate today.

Burgeoning enrollments, increased research programs and a growing collection prompted President Hannah to form the President's Ad Hoc Committee on the Library in 1963, to study and make recommendations for the future of the library system at Michigan State University. The committee was so appalled by the existing conditions that a six year plan for expanding resources, increasing personnel and the construction of new facilities were recommended.

Since that time, MSU Libraries have been attempting to "catch up" in an effort to meet its continuing goals and objectives.[9]

During the eighties the Libraries will refine and extend internal automated systems. With the use of a computerized acquisition system the lag time between the book order and patron use will sharply decrease. Microcomputer utilization will streamline a number of housekeeping chores.

Conversion of all records from manual to online files will be feasible with the addition of a system that will provide CLSI and OCLC linkage. The success of the REMARC Project can influence this effort.

[8] Kuhn, Madison: Michigan State: The First Hundred Years, 1855-1955. MSU Press, 1955, p. 215.

[9] See Appendix D.

The public service units of the libraries provide a diversity of services to both University and non-University patrons. These services include database searches, telephone reference questions, library instruction and tours, assigned reading desks and typewriter rental. A detail listing of public services rendered by the Main Library and the branches is contained in the report of the Public Services subcommittee.

MSU Libraries receives the major portion of its operating expenses from the University's General Fund. The Libraries have received substantial increases in budget allocations and expenditures during the past five years. Because of inflation and the general increase in the cost of monographs and serials, the Libraries' growth in expendable income was minimal. With the increase in state funding that has been predicted, the library should benefit substantially. One source predicts that increases over the next five years will reach one million dollars above and beyond normal inflationary increases.

The Libraries will continue to solicit and/or accept revenue from other sources to enhance collection development efforts and extend services in new areas. Projects this fiscal year were sponsored by the Johnson Foundation and the National Agricultural Library. Fee based services provide a small part of the Libraries' income. Database searchings, the copy center and student typewriters will continue as a service to library patrons, although database searching will show little or no growth as personal computer use becomes more feasible for a larger segment of the Libraries' clientele. Other fee base services could include word processors, electronic facsimile copiers and corporate non-affiliated user fees.

MSU is able each year to accomplish its goals and objectives because of the efforts of its highly qualified, competent efficient staff of 63 professional librarians and 126 clerks. Although the acquisition of automated systems, the use of database searching and other necessary tasks have increased the individual workloads, public and technical service units have effectively accomplished library-wide goals and objectives. Statistical information for the 1981/82 fiscal year is in Appendix E.

LIBRARIES - FACULTY STATUS PERSONNEL

Full-Time

Year	Tenured	Not Tenured	Secured	Not Secured	Total
1978	4		41	23	68
1979	4		42	27	73
1980	4		41	23	68
1981	4		40	21	65
1982	4		42	17	63

Part-Time

Year	Tenured	Not Tenured	Secured	Not Secured	Total
1978			1	3	4
1979				4	4
1980				1	1
1981				3	3
1982					

Figure 3

The charts contained in Appendix F give an overview of the administrative organization and advisor committee structure of MSU Libraries. In addition to these committees, the Director appoints ad hoc committees to address immediate concerns. Examples are the Automation Committee, which is currently evaluating automated acquisitions systems, the Open House Committee and the Faculty Handbook Committee.

TENTATIVE LIBRARY ENVIRONMENTAL ASSUMPTIONS

Based on an interview with the Director of Libraries, other key administrators and documents published by the library, the following tentative environmental assumptions were drawn.

1. The Libraries will undertake those projects that will perpetuate the continued growth of resources and collections.

2. Support of the research, instructional and public service programs of the University will continue to be a priority.

3. The space problem will be addressed with several options in view, including space in the proposed Hannah Researdch system.

4. The number of microcomputers available for use by the staff will increase significantly.

5. Automated processes will continue to replace manual operations.

6. Staff will increase to meet new user demands.

7. Instructional programs, library tours and classes will continue.

8. CLSI and other automated systems will be "perfected" for patron use.

9. Collection development guides will be developed to analyze and evaluate collections.

10. Public relations techniques will be developed to publicize the library system in the University and community at large.

11. New sources of funding will be explored with the possibility that staff will be reassigned for that purpose.

12. The Libraries will undergo a continuous evaluative process.

13. Branch libraries will continue to provide a service to special clientele.

14. Branch libraries will become an integral part of the library.

15. Fee based services will increase profits.

16. Non-MSU affiliated users will increase quantitatively and qualitatively.

17. The purchase of print indexes will continue.

18. Library instruction will continue; however, the procedures implementing this service will change.

PLANNING ASSUMPTIONS FOR THE OMS PUBLIC SERVICES STUDY

AT MICHIGAN STATE UNIVERSITY LIBRARIES

1. There will be a continued emphasis on the role of MSU as the state's land grant institution. While this emphasis first originated in the areas of agriculture and the mechanical arts, the land grant commitment now also encompasses fields such as health, human relations, business, communication, education, and government and extends to urban and international settings. MSU's involvement with the Association of American Universities will mean a continued interest and commitment to research level programs.

2. There will be an increased interest in technological fields coupled with a renewed commitment to an underlying foundation in the liberal arts.

3. Regardless of possible reductions in overall enrollment over the next few years, MSU will remain one of the nation's largest single campuses. Quality of our collection and services will not be affected.

4. Financial situations at the federal and state level are too volatile to make firm projections. Nevertheless, we assume that:
   a. No new major capital projects(i.e., new separate library buildings) will be undertaken in the next five years.
   b. Other projects involving significant funding(i.e., computer hardware, additional staff) may be possible.

5. Technology for many library functions is available or will be in the near future.
   a. A continuing commitment by the library to introduce new technology into library functions is projected. The rate of the increase will depend largely upon the quality of the programs that are developed.
   b. Access to information through the use of computers and other new technologies will increase throughout the university without direct use of the library.

6. Greater demands for more diverse services will exist. The dichotomy of traditional services as opposed to more sophisticated information services will widen. This increase in services will put an even greater strain on existing staff.

7. Networking will gradually increase at all levels, i.e., within the library, on campus, across the state and nation, and between universities and libraries.

8. Although no new library buildings will be erected in the immediate future, additional space may be found in already existing buildings on the campus.

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APPENDIX A

MISSION STATEMENT

Michigan State University holds a unique position in the state's educational system. As a respected research and teaching university, it is committed to intellectual leadership, and to excellence in both developing new knowledge and conveying that knowledge to its students and to the public. And as a pioneer land-grant institution, Michigan State University strives to discover practical uses for theoretical knowledge, and to speed the diffusion of information to residents of the state, the nation, and the world. In fostering both research and it application, this university will continue to be a catalyst for positive intellectual, social, and technological change.

Founded in 1855 as an autonomous public institution of higher learning by and for the citizens of Michigan, this institution was in 1863 designated the beneficiary of the Morrill Act endowment. It became one of the earliest land-grant institutions in the United States. Since 1863, Michigan State has evolved into an internationally-esteemed university, offering a comprehensive spectrum of programs and attracting gifted professors, staff members, and students. The university seeks excellence in all programs and activities, and this challenge for high achievement creates a dynamic atmosphere. At Michigan State University, instruction, research, and public service are integrated to make the institution an innovative, responsive public resource.

As the only land-grant institution in the state, Michigan State University is committed to providing equal educational opportunity to all qualified applicants; to extending knowledge to all people in the state; to melding professional and technical instruction with quality liberal education; to expanding knowledge as an end in itself as well as on behalf of society; to emphasizing the applications of information; and to contributing to the understanding and the solution of significant societal problems. Michigan State University's adherence to academic freedom and open scholarly inquiry supports these essential academic functions.

The university's land-grant and service mission first originated in the areas of agriculture and the mechanic arts. While these emphases remain essential to the purpose of Michigan State, the land-grant commitment now encompasses fields such as health, human relations, business, communication, education, and government, and extends to urban and international settings. The evolution of this mission reflects the increasing complexity and cultural diversity of society, the world's greater interdependence, changes in both state and national economy, and the explosive growth of knowledge, technology, and communications. Just as the focus on agriculture and the mechanic arts was appropriate when Michigan State University was founded, the wide range of instructional, research, and public service commitments that now characterise this university is essential today.

By 1964, the instruction, research, and public service activities at Michigan State University had achieved the high level of excellence necessary for membership in the Association of American Universities (AAU). Innovation and leadership in these three crucial areas, and in the extension of knowledge to the state, the nation, and the world, are the hallmarks of this university. An excellent and diverse faculty insures the superior quality of academic programs, and contributes to the expansion of knowledge and its application in the public interest.

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Research and scholarship help preserve and enrich cultural and creative traditions, as well as contribute to the formulation of new knowledge. Graduate programs draw upon and support faculty research, extend the benefits of research, and educate students for professional careers. The established national and international reputation of the university is based upon the quality and distinctiveness of the research and scholarly activity of its faculty and students.

Research and public service are mutually enriching activities for both faculty and students, and contribute significantly to the high quality of both undergraduate and graduate instructional programs. Through research, faculty members enhance the scope and effectiveness of their teaching. Through public service, faculty validate past research findings and identify the need for new research and for modifications of curricula. Participating with faculty in research and service projects provides students with unique learning opportunities, and consequently improves the quality of both graduate and undergraduate education.

At the undergraduate level, the university offers strong, comprehensive programs in the liberal arts and sciences and in major professional areas which include a significant general education component. Michigan State University provides opportunities for students of varying interests, abilities, backgrounds, and expectations. Underlying all educational programs is the belief that an educated person is one who becomes an effective and productive citizen. Such a person contributes to society intellectually, through analytical abilities and in the insightful use of knowledge; economically, through productive application of skills; socially, through an understanding and appreciation of the world and for individual and group beliefs and traditions; ethically, through sensitivity and faithfulness to examined values; and politically, through the use of reason in affairs of state. Mindful of such purposes, Michigan State University is committed to graduating educated men and women with diverse backgrounds who are active learners, ready to assume the responsibilities of leadership wherever opportunities arise.

Michigan State University fulfills the fundamental purposes of all major institutions of higher education: to seek, to teach, and to preserve knowledge. As a land-grant institution, this university meets these objectives in all its formal and informal educational programs, in basic and applied research, and in public service. As an AAU institution, this university meets these commitments through its instructional and research programs. Through the excellence of its academic programs, the strength of its support services, and the range of its student activities, the university provides opportunities for the fullest possible development of the potential of each student and each citizen served, and enhances the quality of life and the economic viability of Michigan. Education of its citizens is the state's best investment in its future. Michigan State University has honored, and will continue to honor, this public trust.

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Approved MSU Board of Trustees
June 24-25, 1982

APPENDIX B
RESEARCH PROJECTS
(Funding Exceeds $100,000)

Department	Project Title	Grantor	Funding
Administration and Higher Education	Biomedical Sciences Center	U.S. Dept. of Education	$ 106,067
Agricultural Economics	Alternative Rural Development Strategies Cooperative Agreement	Agency for International Development	217,600
Agricultural Economics	Agricultural Research and Planning Project/Senegal	Agency for International Development	1,400,000
Animal Sciences	Develop and Refine Standard Methods for Wildlife Toxicoloty	University of Michigan	145,000
	Evaluate Production Response of Dairy Cows Fed EL-306	Lilly Research Laboratory	127,500
Biochemistry	Perosisomes in Developing Liver and Kidney	National Institute Child Health and Human Development	102,283
	Hexokinase and Energy Metabolism in the Brain	National Institute Neuro and Comm. Dis. and Strokes	108,976
	Chemistry and Metabolism of Sphingopolipids and Glycoproteins	National Institute Arthritis, Diab. Dig and Kidney Dis.	167,457
Chemistry	Asymmetry Structure and Function of A-Chymotrypsin	National Institute General Medical Sciences	181,426
	Solid-State Solution Properties of Alkali Metal Anions	National Science Foundation	110,700
National Superconducting Cyclotron	Research with Heavy Ions Using a 500 MEV Supercond. Cyclotron	National Science Foundation	1,400,000
	(See above)	National Science Foundation	1,461,396
Education	Institute for Research on Education	National Institute of Education	498,500
Food Science and Human Nutrition	Metabolism and Function of Retinoic Acid in Small Intestine	U.S. Dept. of Agriculture	110,000
International Agriculture Institute	Bean/Cowpea Production and Consumption in Developing Countries	Agency for International Development	1,100,000
Kellogg Biological Sta.	Invertebrate Microbial Interactions	National Science Foundation	112,910

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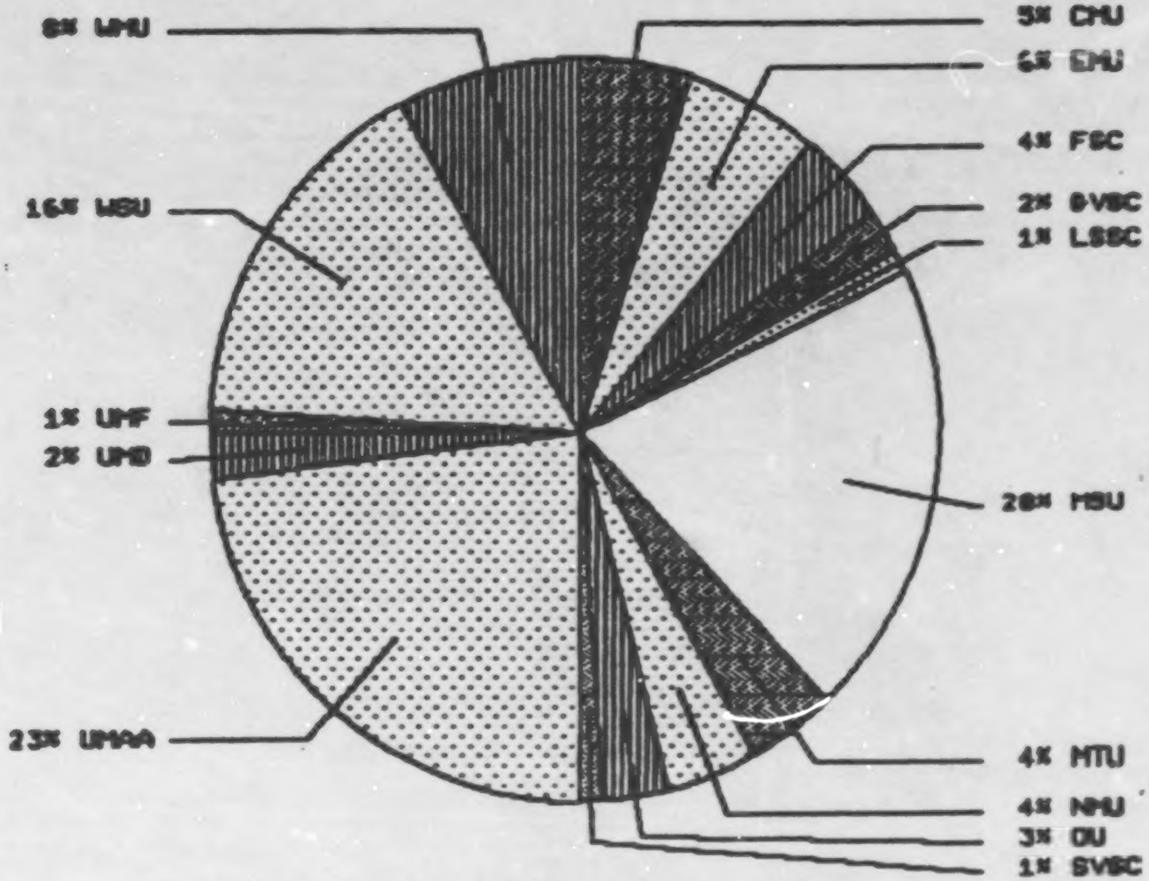
Research Projects (Funding Exceeds $100,000)

Department	Project Title	Grantor	Funding
Mechanical Engineering	Turbulence Production Mechanism in Boundary Layer Flows		$ 126,996
Medical Education Research & Development	Clinical Reasoning, Decision Making and Informatics Theory	National Library of Medicine	115,260
	Predictive Validity of Medical Specialty Examinations	National Center for Health Services Res.	140,212
Medicine	Tri-State Hemophilia Center of Michigan, Indiana and Ohio	U.S. Public health Service	176,354
Microbiology and Public Health	Parasitic Deseases in Sudan	National Institute Allergy and Infectious Disease	274,730
Pathology	Animal Model Center for Significant Human Disorders	National Institute of Health	147,311
	Neurooncognenesis by Resorptive Carcinogens	National Cancer institue	117,200
Pediatrics/Human Development	Dev. & Appl. of an In Vitro Tumor Promiter Assay	EPA	261,623
Pesticide Research	NC Leader Lab program for Minor Use Pesticide and Drug Research	U.S. Dept. of Agriculture	139,680
Pharmacology and Toxicology	Role of Catecholamines in Drug Therapy	National Institue of Neuro and Comm. Dis.	105,338
	Cardiac Glysosides Mechanism of Inotropic Action	National Heart, Lung, Blood Inst.	137,544
Physiology	Metabolic Control of Renal Hemodynamics	National Science Foundation	115,641
	Intracellular Changes Induced by Shock and Trauma	National Institute General Medical Sciences	141,638
Plant Research Lab	Research and Training in Experimental Plant Biology	U.S. Dept.of Energy	1,895,000
Psychology	Salient Processes in the Implementation of Technology	National Science Foundation	156,908

APPENDIX C

MICHIGAN PUBLIC FOUR YEAR INSTITUTIONS
DISTRIBUTION BY INSTITUTION
STATE APPROPRIATIONS FOR EDUCATION

FISCAL YEAR 1982-83



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71

70A

State Appropriations for Education Total = $637.0 Million

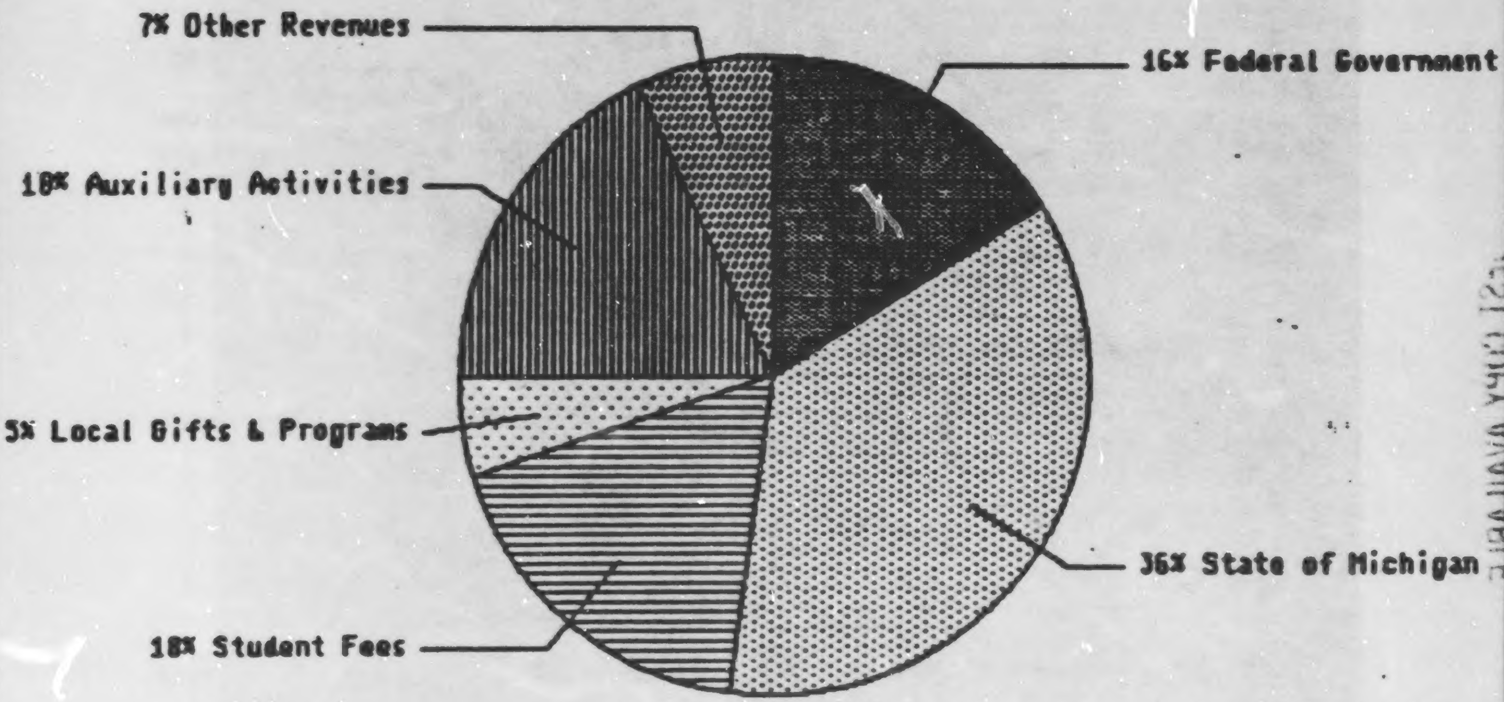
CHART SEVENTEEN - UNIVERSITY DATA BOOK

Excludes appropriation to MSU - Agricultural Experiment Station
MSU - Cooperative Extension Service UMAA - Mental Health Units

APPENDIX C

MICHIGAN STATE UNIVERSITY
ALL FUNDS REVENUE

FISCAL YEAR 1981-82



All Funds Revenues Total = $481,626,422

CHART FOURTEEN - UNIVERSITY DATA BOOK

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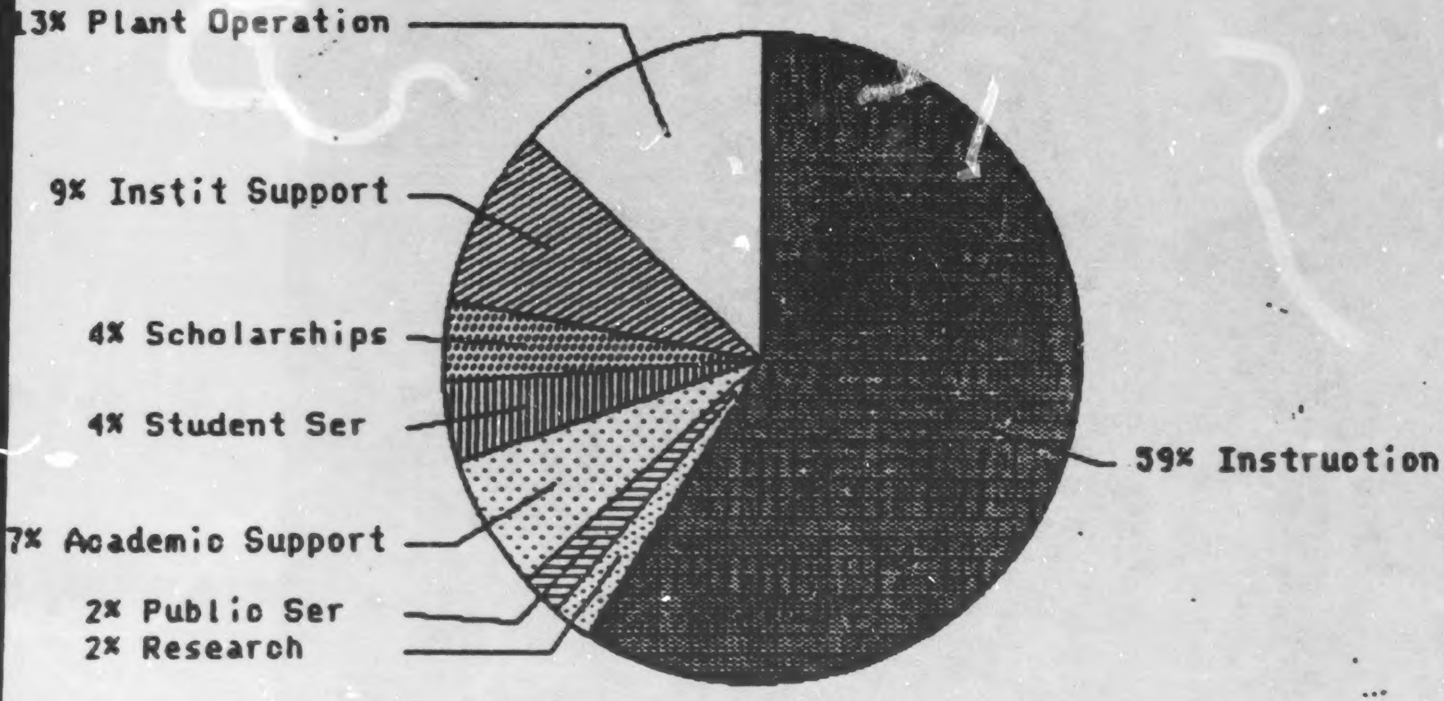
APPENDIX C

MICHIGAN STATE UNIVERSITY
GENERAL FUND EXPENDITURES AND TRANSFERS

FISCAL YEAR 1981-82



General Fund Expenditures Total = $204,699,537

CHART THIRTEEN - UNIVERSITY DATA BOOK

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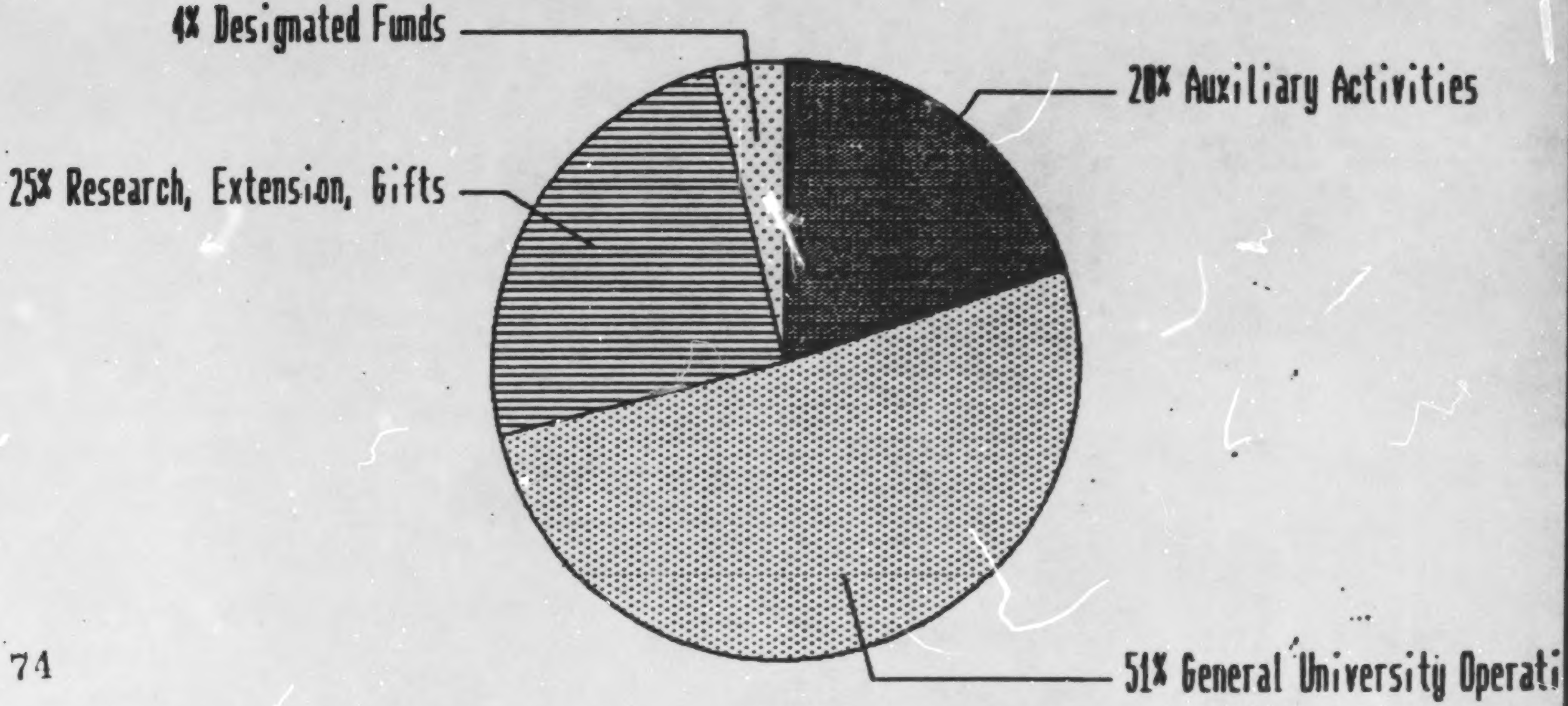
APPENDIX C

MICHIGAN STATE UNIVERSITY
ALL FUNDS EXPENDITURES AND TRANSFERS

FISCAL YEAR 1981-82



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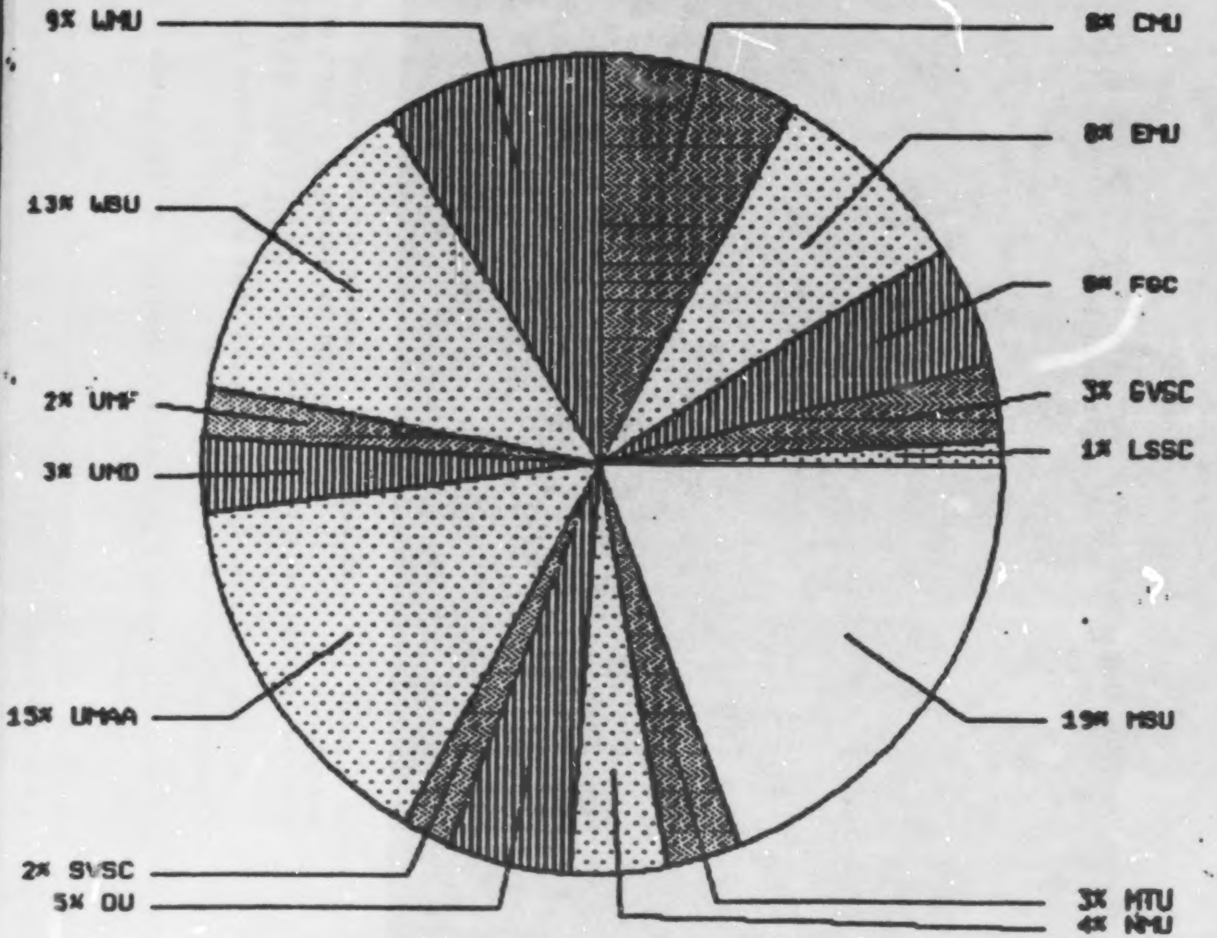
All Funds Expenditures Total = $400,020,994

CHART FIFTEEN - UNIVERSITY DATA BOOK

MICHIGAN PUBLIC FOUR YEAR INSTITUTIONS
DISTRIBUTION BY INSTITUTION
OPENING FALL ENROLLMENT

FALL 1982



Public 4 Year Opening Fall Enrollment Total= 226,385

CHART SIXTEEN - UNIVERSITY DATA BOOK

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APPENDIX D

UNIVERSITY LIBRARIES: MISSION, GOALS, OBJECTIVES - 1983/84

MISSION: The mission of the MSU Libraries is to support the instructional, research, and public service programs of the University by making information resources available to the students, faculty and staff for their curricular, research and general information needs. Participation in appropriate local, state, regional and national information programs which support the mission and/or which improve access to information for the citizens of the State is required.

GOALS: The mission will be met if the following goals are accomplished:

--to provide a collection of information resources that support the present and future needs of the University community.

--to provide bibliographic aids and personal assistance, to assist the Library user in identifying, locating, and using information resources, including those not available in the University Libraries.

--to organize, maintain, control and secure the collections for maximum utilization.

--to promote the use of the University Libraries and information resources.

--to enhance the resource-sharing and networking capabilities of the University Libraries.

OBJECTIVES: The following objectives have been identified as some short-term steps in accomplishing the goals:

--to augment the CLSI data base by adding brief records for all monographs not now in the file and by adding all current monographic acquisitions to the files.

--to develop programs and procedures that will utilize the serial records in machine readable format.

--to review automated acquisition systems and recommend a system for implementation.

--to plan for the future of on-line access to our complete bibliographic records.

--to evaluate and utilize new information products and technology as they are developed, recognizing our concern for information and not the way it is packaged.

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OBJECTIVES:
(cont'd.)

- to review the administrative structure and staffing patterns within the Library to provide for flexibility in bringing about program development and change.

- to define a staff development program and plan for its implementation.

- to refine our selection and retention policies by adopting written collection development policy statements.

- to make known, both locally and nationally, the excellence of certain MSU Library collections, services and programs.

- to be more aggressive in seeking additional funds from foundations, federal agencies, and others for library programs.

- to complete planning and begin implementation for the final phase of the rented storage facility.

- to identify, review, and attach costs to all of our programs.

2/10/83

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APPENDIX E

CIRCULATION OF LIBRARY MATERIALS 1981/82

	Regular	Reserve	Total
Main Library	447,782	308,268	756,050
Art	1,948	4,805	6,753
Audio-Visual Library	- - -	65,154	65,154
Circulation	418,768	155,990	574,758
Continuing Education	1,084	- - -	1,084
Documents	14,516	8,482	22,998
Interlibrary Loan	10,850	- - -	10,850
Borrowed 3,773			
Loaned 7,077			
Maps	191	8,240	8,431
Microforms	- - -	47,471	47,471
Science	- - -	8,044	8,044
Special Collections	- - -	10,082	10,082
Urban Policy & Planning	425	- - -	425
Branch Libraries	99,543	196,541	296,084
Animal Industries	2,210	1,188	3,398
Business	24,515	99,496	124,011
Chemistry	5,381	9,418	14,799
Conrad	1,140	859	1,999
Engineering	13,191	17,228	30,419
Geology	3,588	3,833	7,421
Gull Lake	969	532	1,501
Mathematics	9,569	1,809	11,378
Music	27,087	33,177	60,264
Physics	4,447	12,944	17,391
Planning and Design	2,250	9,906	12,156
Veterinary Clinic	1,596	- - -	1,596
Clinical Center	3,600	6,151	9,751
TOTALS	547,325	504,809	1,052,134

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APPENDIX F

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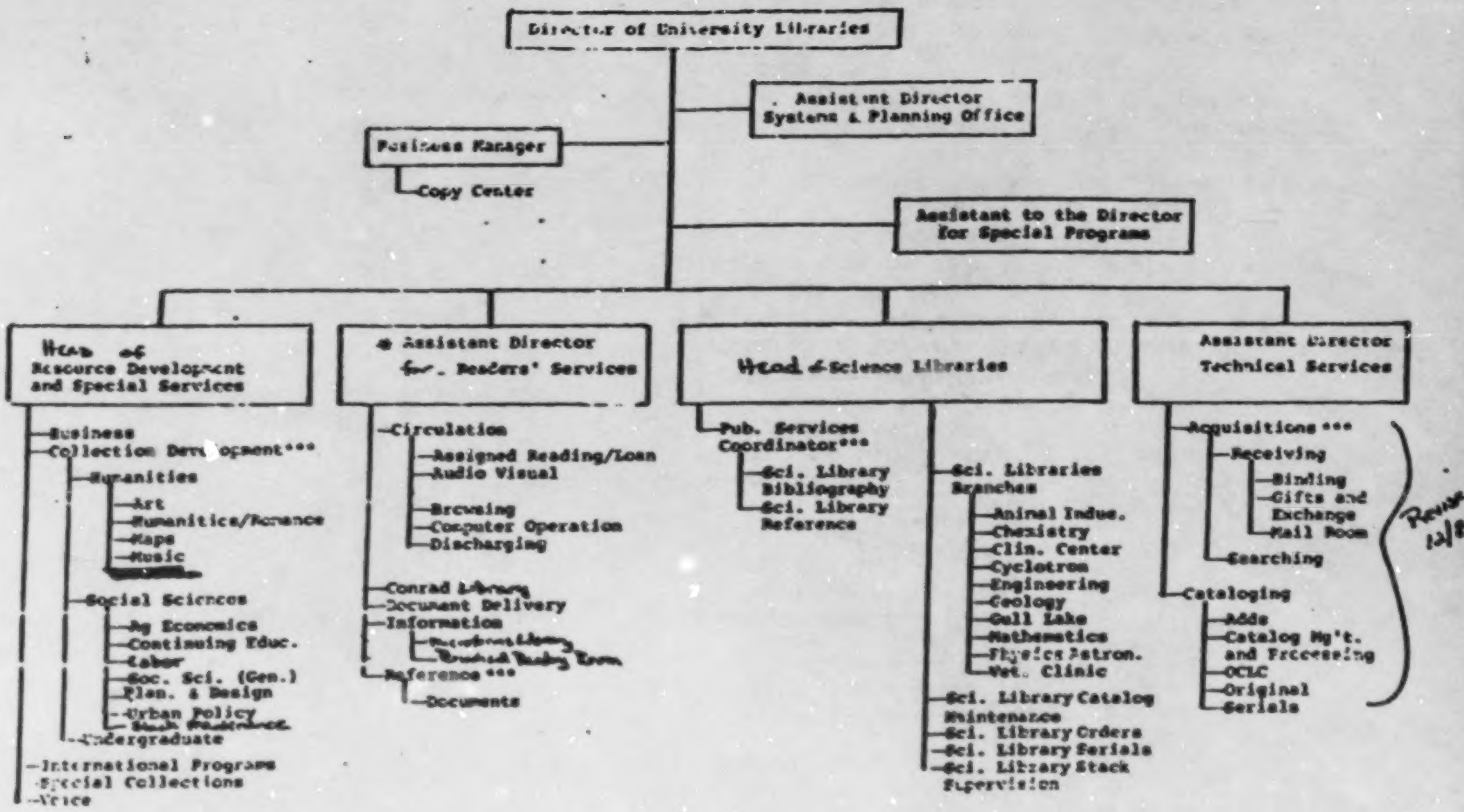
MICHIGAN STATE UNIVERSITY LIBRARIES

Library Organization (1): Administrative Structure 9.1.4 (1) Rev.-3


Director of University Libraries
Assistant Director Systems & Planning Office
Business Manager
Copy Center
Assistant to the Director for Special Programs
Head of Resource Development and Special Services
Business
Collection Development***
Humanities
Art
Humanities/Reference
Maps
Music
Social Sciences
Ag Economics
Continuing Educ.
Labor
Soc. Sci. (Gen.)
Plan. & Design
Urban Policy
[illegible]
Undergraduate
International Programs
Special Collections
Voice
* Assistant Director for Readers' Services
Circulation
Assigned Reading/Loan
Audio Visual
Browsing
Computer Operation
Discharging
Conrad Library
Document Delivery
Information
[illegible]
[illegible] Reading Room
Reference***
Documents
Head of Science Libraries
Pub. Services Coordinator***
Sci. Library Bibliography
Sci. Library Reference
Sci. Libraries Branches
Animal Indus.
Chemistry
Clin. Center
Cyclotron
Engineering
Geology
Gull Lake
Mathematics
Physics Astron.
Vet. Clinic
Sci. Library Catalog Maintenance
Sci. Library Orders
Sci. Library Serials
Sci. Library Stack Supervision
Assistant Director Technical Services
Acquisitions***
Receiving
Binding
Gifts and Exchange
Mail Room
Searching
Cataloging
Adds
Catalog Mg't. and Processing
OCLC
Original
Serials
Revised 12/80

*Acts in Absence of Director

***Unit Head Acts in Absence of Associate/Assistant Director

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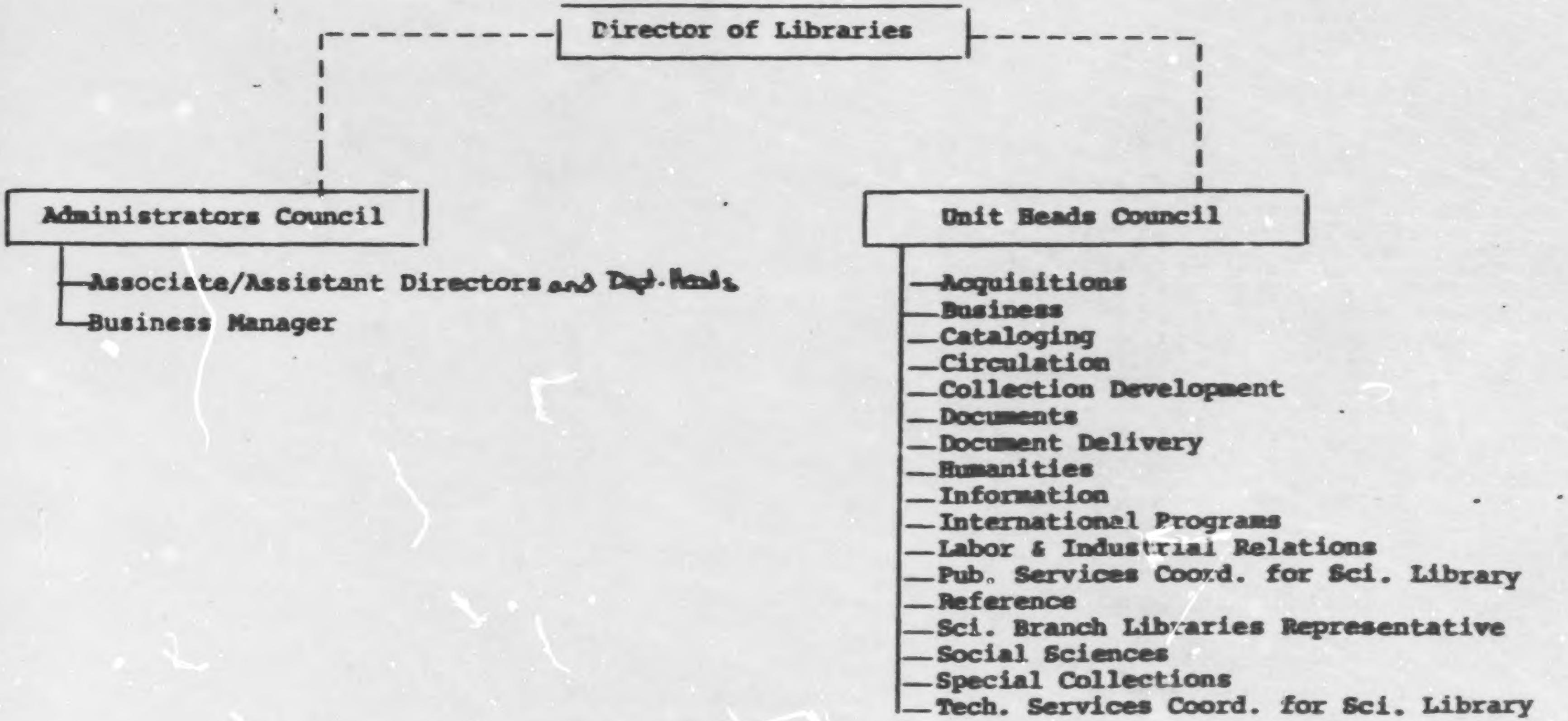
APPENDIX F

MICHIGAN STATE UNIVERSITY LIBRARIES

Organization (3): Administrators & Unit Heads Advisory Councils

9.1.4 (3)
9/26/80


Director of Libraries
Administrators Council
Associate/Assistant Directors and Dept. Heads
Business Manager
Unit Heads Council
Acquisitions
Business
Cataloging
Circulation
Collection Development
Documents
Document Delivery
Humanities
Information
International Programs
Labor & Industrial Relations
Pub. Services Coord. for Sci. Library
Reference
Sci. Branch Libraries Representative
Social Sciences
Special Collections
Tech. Services Coord. for Sci. Library

PURPOSE: Informal council for communication, information sharing, and advising at the administrative staff level

MEMBERSHIP: All members of the administrative staff

MEETINGS: Weekly (as a general rule)

AGENDA, MINUTES, REPORTS: Not required

PURPOSE: Informal council & forum for communication, problem-solving, and advising at the Library-wide unit heads level

MEMBERSHIP: Selected members of the "middle management" unit heads group, appointed by the Director

MEETINGS: Monthly (as a general rule) or more often as called by the Director

AGENDA: Required; MINUTES, REPORTS: Not required

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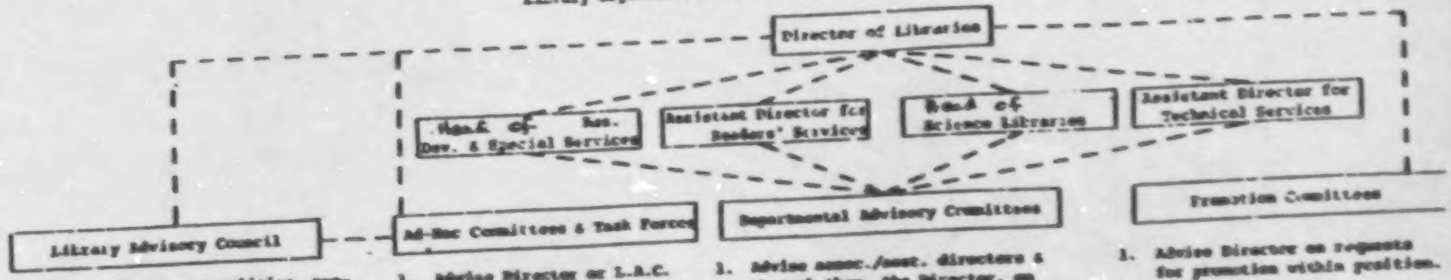
APPENDIX F

MICHIGAN STATE UNIVERSITY LIBRARIES
Library Organization (2): Advisory System

9.1.4. (2) September 26, 19


Director of Libraries
Head of Res. Dev. & Special Services
Assistant Director for Readers' Services
Head of Science Libraries
Assistant Director for Technical Services
Library Advisory Council
Ad-Hoc Committees & Task Forces
Departmental Advisory Committees
Promotion Committees

	Library Advisory Council	Ad-Hoc Committees & Task Forces	Departmental Advisory Committees	Promotion Committees
1. PURPOSE:	1. Advise Director on policies, programs, plans, projects, selected personnel matters.	1. Advise Director or L.A.C. on specific, short-range projects, programs.	1. Advise assoc./asst. directors & through them, the Director, on personnel matters of the dept.	1. Advise Director on requests for promotion within position.
2. ELIGIBILITY REQUIREMENTS:	2. All librarians except those currently serving on departmental advisory committees.	2. All members of the staff.	2. All librarians within their respective depts., except those currently serving on L.A.C.	2. All librarians with continuing appointment, holding ranking above that of candidate, and excludi supervisors & appropriate assoc asst. directors.
3. HOW SELECTED OR ESTABLISHED:	3. Elected members: by ballot vote from all librarians in their depts. Ex-officio members: assoc./asst. directors; member of Acad. & Fac. Councils; Pres. of Library Fac.	3. Appointed by Director or L.A.C. with concurrence of Director. By majority vote of the Library Faculty.	3. Elected members: by ballot vote from all librarians in their respective departments.	3. By ballot vote from librarians with continuing appointment wh are at ranking above that of candidate.
4. NUMBER OF MEMBERS AND RESPONSIBILITY:	4. Two from each dept., except Sci., with one; members act in best interests of Lib. & seek advice of librarians in their depts.	4. No limit.	4. Five for each committee, except Sci., with three; members act in best interests of personnel in their depts., and the Library as a whole.	4. Four, with no more than two fr any major dept.; members act in best interests of candidate & the Library as a whole.
5. FREQUENCY OF MEETINGS:	5. Twice monthly, or more often as called by Director or Chairperson.	5. As determined by members, Chairperson (or Coordinator)	5. As called by Chairperson or by Director.	5. As often as necessary until a decision is reached.
6. TERM OF OFFICE:	6. Two years, beginning Fall Term; no immediate succession.	6. Short-term; may be reconvened as determined necessary.	6. One year, beginning Fall Term; no immediate succession.	6. Elected in January, after a request is received; concludes by April of the same year.
7. PRESIDING OFFICER AND/OR CHAIRPERSON AND DUTIES:	7. Presiding officer: Director. Chairperson: chosen by elected members. Assists Director in preparing agenda; may call meetings; assists in grievance procedures.	7. Chairperson: Appointed by Director with L.A.C. concurrence. Schedules meetings, prepares agenda, presiding officer, responsible for minutes, reports.	7. Chairperson: appropriate assoc./asst. director who is presiding officer, schedules meetings, responsible for agenda & for any final reports to Director.	7. Chairperson: chosen by members. Serves as presiding officer; schedules & coordinates meetin writes decision of committee.
8. AGENDA, MINUTES REPORTS:	8. Agenda & minutes both required & distributed to all librarians. Reports are not required.	8. Agenda & minutes required & distributed to members, & all interested staff. Reports are required.	8. Agenda required; minutes not required. Reports required at times; e.g., recommendations of search and selection committee.	8. Agenda and minutes are not required. Reports always required.
9. MISCELLANEOUS:	9. Consultants and resource persons may be invited to meetings.	9. Consultants & resource persons may be invited to meetings.	9. Supervisors attend meetings where personnel matters under their jurisdiction are considered. Consultants may be invited.	9. Consultants and resource persons may be invited to meeting

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APPENDIX G

3/28/83

LIBRARY STAFF - Listing by Departments

MAIN OFFICE

5-2341	Chapin, Richard E.	Director
5-2340	Koch, Henry C.	Head, Collection Development
5-2343	Shapiro, Beth	Assistant Director for General Readers Services
3-9565	Muhlbach, Catherine	Librn. III & Associate Professor
5-2344	Gifford, Mary Lou	Office Supervisor II
5-2344	Herbold, Rita L.	Secretary III
5-2344	Nakamura, Yuriko	Administrative Secretary
5-2342	Rettke, Charles	Business Manager

AGRICULTURAL ECONOMICS REFERENCE ROOM - 29 Agriculture Hall

5-6650	Sondag, Pauline A.	Librarian II (½ t.)
5-6650	Hoefler, Barbara L.	LC II (½ t.)

ANIMAL INDUSTRIES REFERENCE ROOM - 208 Anthony Hall

5-8483	DeYoung, Marilyn	LC I

ART/MAPS LIBRARY

3-4593	Studt, Shirlee A.	Librarian III
3-4593	Huizar-Rivera, Diana	Librarian I
3-4593	Dwyer, Joyce	Library Technician
3-4593	Madsen, Catherine E.	LC III
3-4593	Texley, Carolyn	LC II (½ t.)

AUDIO-VISUAL LIBRARY

3-1753	Meahl, D. Darren	Librarian II (on leave 'til 6/30/84)
3-1753	Peiffer, Richard	Res. Instr. Equip. Techn. II
3-1753	Shaw, John D.	LC/Branch

BUSINESS LIBRARY - 21 Eppley Center

5-3387	Stoddard, William S.	Librarian III
5-3380	Park, Elizabeth	Librarian I
5-3380	Conlen, Cynthia	LC I
5-3380	Karslake, Charles	Clerk I
5-3380	Reilly, Becky	LC/Branch

CHEMISTRY LIBRARY - 426 Chemistry

5-7971	Wallace, Bernice Z.	Librarian II
5-8512	Bramer, Beverly	LC/Branch

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CIRCULATION

5-2333	Ostrom, Kriss	Librarian III & Head
5-3394	Gliwa, Duane	Computer Operator II
3-8721	Meahl, D. Darren	Librarian II & Asst. Head (on leave 'til 6/30/84)

CIRCULATION-Assigned Reading/Loan Desk

3-8721	Meahl, D. Darren	Librarian II (on leave 'til 6/30/84)
5-2333	Graff, Susan E.	LC I (½ t.)
5-2333	Green, James	LC II
5-2333	Henry, Tina	LC II
5-2333	Kaplansky, Gale	LC I (½ t.)
5-2333	Kelly, Barbara	LC I (½ t.)
5-2333	St. Clair, Jeanette	Library Supervisor
5-2333	Schmidt, Barbara	LC I (½ t.)
5-2333	Sherban, Keith	LC I (½ t.)
3-8721	Wheeler, William	LC III

CIRCULATION-Discharging

3-9246	Fizzell, Carolyn	Office Assistant II
3-9246	Schmidt, Barbara	LC I (½ t.)

CLINICAL CENTER LIBRARY - A-137 Clinical Center

3-3047	Behm, Leslie M.	Librarian II
3-3047	Andre, Debra	LC/Branch

CONRAD LIBRARY - 101 Conrad Hall

3-1738	Smith, Dianne B.	LC/Branch (½ t.)

COPY CENTER

5-3321	Bisard, Ruth	Printing Press Operator I
5-3321	Haystead, Jean	Accounting Clerk I
5-3321	Levinowsky, Rhonda	Office Assistant II
5-3321	Sorrells, Rosetta	Pringing Press Operator I

DOCUMENT DELIVERY

5-7641	Pitts, Annie M.	Librarian II
5-7641	Bennett, Michael E.	LC II
5-7641	Blunt, Caroline	LC I (½ t.)
5-7641	Bogard, Jeannine	LC I (½ t.)
5-7641	Sterling, Peg	LC III
5-7641	Suhayda, Susan B.	LC II

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DOCUMENTS

3-8707	Boyles, Eleanor	Librarian III
3-8707	Abbett, Jacqueline	LC I (½ t.)
3-8707	Farabaugh, Lynn M.	LC III
3-8707	Owens, Marillyn	Librarian I
3-8707	Silverman, Ann	Library Technician

ENGINEERING LIBRARY - 308 Engineering

5-8536	Yang, Jackson C. S.	Librarian II (½ t.)
5-8536	Echterling, June	LC/Branch

GEOLOGY LIBRARY - 105 Natural Science

3-7988	Baclawski, Diane K.	LC/Branch

GULL LAKE LIBRARY - Hickory Corners, MI

3-9445	Hammarskjold, Carolyn	Librarian I

INFORMATION

3-8700	Haka, Clifford H.	Librarian II
3-8700	Barnsdale, Janet A.	LC II
3-8700	Hayes, Cheryl	LC III
3-8700	Holloway, Toni	LC II (½ t.)
3-8700	Jorgensen, Kathrine	LC II (½ t.)
3-8700	McKeon, Rhonda	LC II
3-8700	Bukovac, Janice	LC II (½ t.)

INTERNATIONAL LIBRARY

5-2366	deBenko, Eugene	Librarian IV & Professor
5-2366	Dorsey, Learthen	Librarian II
5-2366	Ezera, Onuma	Librarian II
5-2366	Logan, Anne L.	LC II

LABOR & INDUSTRIAL RELATIONS LIBRARY

5-4647	Soltow, Martha Jane	Librarian III
5-4647	Bullock, Cynthia	LC III (½ t.)
5-4647	Young, Nancy B.	Library Technician

LIFELONG EDUCATION LIBRARY

3-9309	MacDougall, Frank	Librarian II
5-2345	Clark, Peggy	LC II

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MATHEMATICS LIBRARY - D-101 Wells Hall

3-9573	Reiter, Berle	Librarian II
3-8852	Finch, Linda	LC/Branch

MICROFORM LIBRARY

3-3120	Haka, Clifford H.	Librarian II
3-3120	Hiddinga, Sally	LC/Branch
3-3120	Brown, Brenda	LC I

MUSIC LIBRARY - 253 Music Building

5-7660	Hammill, Roseann	Librarian II

PERIODICALS READING ROOM

3-9765	Haka, Clifford H.	Librarian II
3-9765	Fader, Barbara	Operations Supervisor Ia
3-9765	Chou, Lucy A.	LC I (½ t.)
3-9765	Davidson, Brenda	LC I (½ t.)
3-9765	Holloway, Toni	LC I (½ t.)

PHYSICS LIBRARY - 228 Physics-Astronomy

5-9704	Clark, Diane	LC/Branch

PLAN[illegible] & DESIGN LIBRARY - 210 Urban Planning & Landscape Architecture

3-3941	Casper, Dale E.	Librarian III
3-3941	Blaine, Jane	LC/Branch

REFERENCE LIBRARY

3-8705	Miller, William	Librarian IV & Head
3-9184	Arnold, E. Jane	Librarian II
3-9184	Burinski, Walter	Librarian II
3-8705	De Wit, Linda K.	Librarian III & Asst. Head
3-8705	Evans, Anita K.	Librarian II
3-9184	Gondek, Mary L.	Librarian II
3-9184	Haigh, Agnes F.	Librarian II
3-9184	Jacob, Carol J.	Librarian I
3-9184	Link, Terry P.	Librarian I
3-8818	Meaders, Martha	Librarian III
3-8705	Opubor, Amelia Q.	LC III
3-8705	Suter, Carmen	LC (½ t.)
3-9184	Tormey, Mary Jo	Librarian III
3-9184	Woodard, Beth E.	Librarian I

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RESEARCH COLLECTIONS

3-8814	Runser, Robert E.	Librarian IV & Head Bibliographer
3-8814	Phillips, Brenda	LC I
3-8814	Rosa, Clarice C.	Librarian III

RESEARCH COLLECTIONS - Humanities

3-4593	Studt, Shirlee	Librarian III & Coordinator
5-7660	Hammill, Roseann	Librarian II
3-8814	Mareck, Robert W.	Librarian III
3-8814		Librarian II

RESEARCH COLLECTIONS - Social Science

3-8811	Casper, Dale E.	Librarian III & Coordinator
3-8811	Brunnschweiler, Tamara	Librarian II
3-8811	Lockert, Clinton	Librarian III
5-2345	MacDougall, Frank	Librarian II
5-4647	Soltow, Martha Jane	Librarian II
5-6650	Sondag, Pauline	Librarian II (½ t.)

SCIENCE LIBRARY

3-6676	Armstrong, Carole	Librarian IV & Head
5-2347	Behm, Leslie M.	Librarian II (½ t.)
3-9591	Bukovac, Janice L.	LC II (½ t.)
5-2347	Coppola, Judy J.	Librarian I
3-9591	Dennis, Kathleen A.	LC II (½ t.)
5-2347	Durant, Anita	Librarian I (temporary)
3-9591	Gacki, Fleta	LC II
5-2347	Hendges, Kenneth	LC II
5-2347	Jones, Carol D.	Librarian II
5-2347	Miko, Chris J.	Librarian II (½ t.)
5-2347	Rice, Jan L.	Librarian I
3-9591	Stevens, Diane	LC I
5-2347	Yang, Jackson C. S.	Librarian II (½ t.)

SPECIAL COLLECTIONS

5-3770	Fiore, Jannette C.	Librarian III
5-3770	Tracy, Anne	Library Technician

STACK MAINTENANCE

3-9384	Colasito, Rose	LC II
3-9247	Kolotila, Cynthia	LC II
3-9247	Whitmore, Nancy L.	LC II

SYSTEMS & PLANNING OFFICE

3-6742	Albright, Thomas E.	Assistant Director

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TECHNICAL SERVICES

3-4531	McMillen, Carolyn J.	Assistant Director
3-4773	Bright, Miriam E.	Librarian IV - Head, Serials
5-2335	Bednar, Colleen F.	Librarian IV - Head, Monographs
5-2335	Alban, Judith K.	Secretary I
3-4531	Bordner, Janet M.	Secretary I
5-2336	Wade, Juanita	Accounting Clerk II

Monographs - Monographic Acquisitions

3-3987	Anderson, Marcia L.	Librarian II & Head
5-2336	Dinwiddie, Dana A.	Librarian I
3-3987	Atherton, Lillian A.	LC II
3-3987	Baclawski, Kristine	LC I
5-2336	Bisel, Loreen M.	Accounting Clerk I
3-3987	Carson, Claudia	LC III
3-3987	Castellon, Lisa	LC I
3-3987	Chapman, Terri	LC II
3-3987	Cocozzoli, Carol Ann	LC III
3-3987	Forro, Denise	LC III
5-2335	Gaymer, Anne E.	LC I
3-3987	Herbstova, Edita	LC III
3-3987	Lynn, Vickie V.	Account. Clerk I
5-2336	McGuire, Matthew	LC I
5-2336	Mostosky, Dorothy	LC II
3-8723	Sage, Carolin	LC II
3-3987	Smith, Aaron	LC II
3-3987	Steiner, Lynda	LC I
5-2336	Tucker, Josette	LC III
3-3987	Williams, Karen	LC II

Monographs- Online Shared Cataloging

3-4529	Perentesis, Stephanie	Librarian II & Head
3-4529	Scott, Shirley	Librarian I & Assistant Head
3-4529	Baker, Gail	LC III
3-4529	Bastow, Christine	LC III
3-4529	Haase, Kathleen	Library Technician
3-4592	Rebman, Ann	LC III
3-4529	Shrewsbury, Judy	LC III
3-4529	Smith, Dianne B.	LC III (½ t.)
3-4529	Trew, Vickie	LC III
3-4529	Emerson, Catherine	LC III (½ t.)

Monographs -Original Cataloging

3-4528	Cluley, Leonard	Librarian III & Head
3-4526	Black, Mary L.	LC III
3-4526	Goodrich, Rosemary	LC I
3-4526	Kloswick, John	Librarian I
3-4526	Scott, Randall	Librarian I
3-4526	Taborsky, Vera	Librarian I
3-4526	Thunell, Allen	Librarian II
3-4526	Uhl, Don E.	Librarian II

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Monographs - Catalog Management

3-4530	Siebert, Sara	Operations Supervisor II & Head
3-4530	Brandon, Jennifer	LC I
3-4530	Clemes, Julie	LC I
3-4530	Cocozzoli, Thomas	LC I
3-4530	Davis, Roseanne	LC I
3-4530	Holmes, John	LC II
3-4530	Parks, Jeanette	LC I
3-4530	Pellerin, Jane	LC I
3-4530	Rumler, Mary	LC I
3-4530	Stone, John	LC I
3-4530	Ward, Sue	LC II

Serials - Binding Preparation

5-2349	Faulkner, Eva	Operations Supvr. IIa & Head
5-2349	McKinstry, Michael	LC I

Serials - Serials Acquisitions

3-8723	Stillwater, Susan	Librarian II & Head
3-8723	Ackerman, Diane P.	LC II
3-8723	Anderson, Judith	LC II
3-8723	Blohm, Linda	LC I
3-8723	Brunk, Karie	Accounting Clerk I
3-8723	Cox, Ann	LC I
3-8723	Day, Laurel	LC I
3-8723	Echt, Rita L.	LC III
3-8723	Hess, Rita	Accounting Clerk I
3-8723	Messing, Christine	LC I
3-8723	Schaefer, Kathleen	LC II
3-8723	Zeagler, Nora	LC I

Serials - Serials Cataloging & Record-Update

3-8715	Thomson, Sarah E.	Librarian III & Head
3-8715	Dick, Joycelan	LC I
3-8715	Ireland, Michael	LC I
3-8715	Paulins, Gerald	LC II
3-8715	Shipley, Elizabeth	LC III
3-8715	Bushell, Christiane	Assistant Instructor
3-8715	Sendich, D. Lara	

URBAN POLICY & PLANNING LIBRARY

3-8811	Casper, Dale E.	Librarian III & Head
3-9304	Huizar-Rivera, Diana	Librarian I (½ t.)
3-9304	Parks, Sandra L.	Library Technician

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VETERINARY CLINIC LIBRARY - A-57 Veterinary Clinic

3-5099	Miko, Chris J.	Librarian II (½ t.)
3-5099	Dean, Molly	LC/Branch

VOICE LIBRARY

5-5122	Crane, Maurice A.	Librarian III & Professor
5-5122	Peiffer, Richard	Res. Instr. Equip. Techn. II
5-5122	Shaw, John D.	LC/Branch

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APPENDIX R

MICHIGAN STATE UNIVERSITY LIBRARY

LIBRARY HOLDINGS, 1981/82

		Items Added	Holdings 6/30/82
VOLUMES FULLY CATALOGED		62,184	2,099,099
Volumes cataloged	75,183		
Less withdrawals	12, 999		
DOCUMENTS		11,414	553,580
United States		4,923	372,117
Canada		1,908	96,273
International Organizations		4,583	85,190
Sub-totals		73,598	2,652,679
VOLUMES NOT CATALOGED BUT ORGANIZED AND AVAILABLE FOR USE		19,331	154,477
Arrcarage		15,726	83,836
Community Development		1,019	31,880
Urban Policy & Planning		678	30,405
Planning and Design		1,908	8,356
Sub-totals		92,929	2,807,156
MICROFORMS		122,636	1,722,693
Film		3,981	116,442
Cards/Fiches		117,844	1,211,943
Print		811	394,308
Sub-totals		215,565	4,529,849
OTHER MATERIALS		5,379	150,876
Maps (sheets)		4,483	134,482
Records: discs & tapes			
Audio-Visual Library		191	3,354
Voice Library (cataloged)		610	7,668
Music Library		95	5,372
GRAND TOTALS		220,944	4,680,725

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INVENTORY OF PUBLIC SERVICES

A two-person committee was appointed from the Study Team to prepare an Inventory of Public Services. The procedures detailed in the OMS Handbook were closely followed, with the sample questionnaire being reproduced exactly and distributed to all 36 public service area heads. A cover letter stressed the need for promptness, and all but two were promptly completed and met the stated deadline.

The list of services was compiled in two different ways. First, each area was listed with the services offered at that location, and secondly, a list of services with each area that offered that service. Copies of these compilations were sent back to the respondants for review and approval. The disparity in the detail of response was a source of concern to some of the respondants and, subsequently, several lists were completely redone.

Corrections and additions were made as requested, resulting in new compilations that were submitted to the Study Team and subsequently to the Task Forces.

DESCRIPTION AND INVENTORY OF PUBLIC SERVICES
ARRANGED BY TYPE OF SERVICE
MSU LIBRARIES PUBLIC SERVICES SELF-STUDY

For this analytical arrangement of the information returned by contact persons from each location, three main categories are used. Under each, arranged alphabetically, are the individually named services, for the most part in the language supplied by the contact persons. There is some overlap, and not every bit of information returned on the questionnaires is included in this analysis. The effort has been to create overall pictures of some of our main services. The questionnaires themselves are available to task force members, as are the goals and objectives and annual reports of the various units, if further detail is needed.
RWS

GUIDE TO THE ARRANGEMENT OF THE SUMMARIES

Primary Services page 1

- Assigned reading reserve (17 locations) p. 1
- Assistance with bibliographic records and shelf location; remote storage (12 locations) p. 1-2
- Circulation (25 locations) p. 2-3
- Copy service (20 locations) p. 3
- Information desk and lost and found (7 locations) p. 4
- Physical facilities of special nature. Door checks and security. Study halls (12 locations) p. 4-5

Intermediate Services page 5

- Browsing and Careers collections (3 locations) p. 5
- Inter-library loan (7 locations) p. 5-6
- Library instruction and tours (17 locations) p. 6-7
- Preparation of finding aids (15 locations) p. 7

Advanced Services page 8

- Compiling bibliographies and newsletters; selective dissemination of information (14 locations) p. 8
- Data base searching (14 locations) p. 8-9
- Exhibits (2 locations) p. 9
- Job files, Careers Collection (3 locations) p. 9
- Reference (22 locations) p. 9-10

NOTE: Information for the International Library arrived too late to include in this draft, but is included in the summaries listed alphabetically by department and unit.

ASSIGNED READING RESERVE

Assigned readings are handled at 17 locations within the Library system and at at least 26 locations in unaffiliated libraries and reading rooms on campus.

The Library's annual report gives circulation data under the heading "reserve" for most of the Library locations (see appendix II of the 1981/82 annual report).

The Library areas reporting ARR activity are:

1. Animal Industries. 1,188 circulations in 1981/82.
2. Art/Maps Library. 4,805 (Art) and 8,240 (Maps) circulations in 1981/82.
3. Audio-Visual Library. Assigned Listening/Viewing service which involves playback and/or in-house checkout of tapes, fiche, headsets; 65,154 reserve circulations in 1981/82.
4. Business Library. 99,496 reserve circulations in 1981/82.
5. Chemistry Library. 9,418 reserve circulations in 1981/82.
6. Circulation. The primary main library ARR service, ca. 500 ARR lists per term and 3700 checkouts per week, 155,990 reserve circulations in 1981/82.
7. Clinical Center. 6,151 reserve circulations in 1981/82.
8. Conrad. 859 reserve circulations in 1981/82; closed in Summer.
9. Documents Library. 8,482 reserve circulations in 1981/82.
10. Engineering Library. 17,228 reserve circulations in 1981/82.
11. Geology Library. 3,833 reserve circulations in 1981/82.
12. Lifelong Education provides ARR service off-campus only.
13. Mathematics Library. 1,809 reserve circulations in 1981/82.
14. Music Library. 33,177 reserve circulations in 1981/82.

(continued next column)

ASSIGNED READING RESERVE (continued)

15. Physics Library. 12,944 reserve circulations in 1981/82.
15. Planning and Design. 9,906 reserve circulation in 1981/82; Fall/Winter/Spring only.
16. Veterinary Clinic. Provides ARR but keeps no data on its use.
17. Voice Library. Assigned listening handled through the Audio-Visual Library.

ASSISTANCE WITH BIBLIOGRAPHIC RECORDS AND SHELF LOCATION; REMOTE STORAGE

This category includes helping users with the catalogs and other public files, helping users find material in the stacks, and retrieving material from unusual storage or "in process" locations.

Every public service area is called upon to help users with files and shelves, but 12 locations gave special emphasis to these activities as follows:

1. Documents Library. Assistance with CLSI and OCLC and with locating documents in stacks.
2. Business Library. Assistance with catalog, SHL, indexes and abstracts; retrieval of remote storage material in Room 19 of Eppley Center; retrieval of uncataloged material.
3. Information Desk. Assistance and lookups in the author/title card catalog in person and by telephone; instant and extended searches in the stacks; CLSI & SHL assistance; phone line assistance from stacks area; retrieval from Remote Storage (data kept); from internal storage; initiates searches for uncataloged material.
4. Kellogg Biological Station does extended procurement of books and articles from the main library.

(continued next page)

ASSISTANCE WITH BIBLIOGRAPHIC RECORDS AND SHELF LOCATION: REMOTE STORAGE

(continued)

5. Microforms Library. Assistance with SHL, card catalog and microforms indexes.
6. Periodical Reading Room. Assistance with SHL, CLSI, and locating periodicals.
7. Planning and Design. Assistance with SHL and stacks, 550/week.
8. Reference Library. Assistance and lookups in the catalogs in person and by telephone, assistance with OCLC, CLSI, SHL, and periodicals indexes.
9. Science Library. Assistance with SHL, CLSI, abstracts, indexes, etc.; retrieves items from internal storage.
10. Special Collections. Retrieves items from internal storage.
11. Stack Maintenance. Assistance in Research stacks; 25/week.
12. Undergraduate Information. Assists with CLSI, SHL, and periodical indexes, and helps locate materials.

CIRCULATION

The Library's annual report gives circulation data for each area (see appendix II of the 1981/82 annual report). 25 locations:

1. Agricultural Economics Library. Circulates mainly to faculty and students, keeps data on number of transactions (figures not included in Library annual report).
2. Animal Industries. Does not circulate materials. The Library annual report reports Animal Industries' circulation for 1981/82 as 2,210.
3. Art/Maps Library does manual circulation of non-circulating or special materials, and controls in-house use of maps, atlases, picture file and vertical file, and keeps data on these categories. 1,948 circulations in 1981/82.

(continued next column)

CIRCULATION (continued)

4. Audio-Visual Library does not circulate materials except by making copies.
5. Business Library. 24,515 circulations in 1981/82.
6. Chemistry Library. 5,381 circulations in 1981/82.
7. Circulation. 418,768 circulations in 1981/82, including lockers, USDA materials, and documents.
8. Clinical Center. 3,600 circulations in 1981/82.
9. Conrad Library. 1,140 circulations in 1981/82
10. Cyclotron Library. Circulates to faculty and graduate students of Cyclotron Department only (not counted in Library annual report).
11. Documents Library. 14,516 circulations in 1981/82; began converting to CLSI checkout during the year so some of these may be included in the Circulation Department statistics.
12. Engineering Library. 17,228 circulations in 1981/82.
13. Geology Library. 3,833 circulations in 1981/82.
14. Kellogg Biological Station Library. 969 circulations in 1981/82.
15. Labor and Industrial Relations. Data on circulation not available.
16. Lifelong Education Library. 1,084 circulations in 1981/82.
17. Mathematics Library. 9,569 circulations in 1981/82.
18. Microforms Library. Circulates portable film readers and keeps data.
19. Music Library. 27,087 circulations in 1981/82.
20. Periodical Reading Room. Circulates materials from closed areas for building use, ca. 600/week.
21. Physics Library. 4,447 circulations in 1981/82.
22. Planning and Design Library. 2,250 circulations in 1981/82.
23. Science Library. Circulates reserve material, and keeps data.
24. Special Collections. Checks out material for use in its reading room, 10,082 circulations in 1981/82.

(continued next page)

CIRCULATION (continued)

25. Urban Policy and Planning Library. Circulates planning reports and vertical file materials, 425 circulations in 1981/82.

COPY SERVICE

Most copying activity library-wide is administered with the main copy center, and detailed statistics are kept with breakdowns for individual branches.

Copy service was reported by 20 different units:

1. Animal Industries. 5,833 copies in April 1983.
2. Art/Maps Library. Offers photography equipment (copy stand and lights) in conjunction with Special Collections.
3. Audio-Visual Library. Copies Voice Library and audio class tapes for anyone who supplies a blank tape, and charges for Mike Whorf Collection copies.
4. Business Library. 146,201 copies in April 1983.
5. Chemistry Library. 400-500 or more copies weekly, keeps monthly statistics. Not included on Copy Service statistics sheet.
6. Circulation. Copy service for users who need copies of material on hold shelf for someone else.
7. Copy Service. 422,895 copies at the main copy center in April 1983; 132,808 at the Undergrad branch.
8. Document Delivery. Faculty photoduplication service for users with MSU account numbers; 25/week by mail or walk-ins.
9. Documents Library. Microfiche copying, 25-30 persons per week.
10. Engineering Library. 18,475 copies in April 1983.
11. Geology Library. 5,724 copies in April 1983.

(continued next column)

from microcopy and fiche duplication offered; data broken down by machine in Copy Service statistics.

(continued next column)

COPY SERVICE (continued)

12. Mathematics Library. Limits copy service to Math Department faculty and graduate students, keeps track of exposures made; 75 to 125 users per seek. Not listed on Copy Service statistics sheets.
13. Microforms Library. Microfilm to paper and microfiche duplication service; statistics kept by individual machine on Copy Service statistics sheet.
14. Music Library. 5,211 copies in April 1983.
15. Periodical Reading Room. A branch of the main Copy Service; 9,495 copies in April 1983.
16. Planning and Design. 12,950 copies in April 1983.
17. Reference Library. A microfiche reader/printer, which consumes much time and serves very few; 39 copies in April 1983.
18. Special Collections. 1,423 copies in April 1983; shares photographic equipment (copy stand and lights) with Art Library; arranges for professional photographic work through IMC for Special Collections materials only.
19. Veterinary Clinic Library. 8,816 copies in April 1983.
20. Voice Library. Copies of tapes are made by the Audio-Visual Library.

INFORMATION DESK SERVICE AND LOST AND FOUND

Every public service area is called upon to help users with information about the campus, the library buildings, etc., and with lost and found problems, but 7 locations gave special emphasis to these activities as follows:

1. Business Library. Provides information desk service in person and by telephone, and lost and found service.
2. Conrad Library. Provides information services and counts staff/user interactions, 85% of which are directional, at a rate of 415 per week.
3. Information Desk. Provides information and counts total persons assisted; 3,870 total persons for midterm week, Winter 1983; provides lost and found service.
4. Mathematics Library. Provides information services to an estimated 160 persons per week in person and 30 by telephone.
5. Periodical Reading Room. Provides information-type service to about 1,050 persons per week.
6. Stacks Maintenance. Provides information service to users in the Research stacks and counts the number of questions; 25 per week.
7. Undergraduate Information Desk. Provides information and counts persons assisted; 1,140 total for midterm week, Winter 1983, including all services.

PHYSICAL FACILITIES OF SPECIAL NATURE. DOOR CHECKS AND SECURITY. STUDY HALLS.

Nearly every public service area has some unique equipment in its care, and nearly every area is used as a study hall some of the time. The following 12 locations made special mention of these services in their questionnaires:

(see next column)

PHYSICAL FACILITIES OF SPECIAL NATURE. DOOR CHECKS AND SECURITY. STUDY HALLS.

(continued)

1. Art/Maps Library. Maintains photographic equipment (copy stand and lights) jointly with Special Collections; Maps maintains a light table.
2. Audio-Visual Library. Maintains equipment for sound and video playback, and microform and other small equipment throughout the Library.
3. Business Library. Provides microform equipment, checks users at door.
4. Circulation Department. Operates and maintains CLSI and related equipment; maintains lockers, carrels, conference rooms, and W-209 computer equipment; maintains bulletin boards (2nd West and near Red Cedar entrance); handles security at the doors of the main library; clears building of users at close of each day; provides additional study facilities for late hours and extended late hours.
5. Conrad Library. Provides study space to students primarily in the surrounding dorms; heavily used.
6. Information Desk. Provides some office tools and supplies to users, e.g. stapler, hole punch.
5. Mathematics Library. Provides a study hall, NOT intentionally, with 65 seats frequently all full from 10 am to 3 pm.
6. Microforms Library. Loans portable readers.
7. Music Library. Maintains listening facilities (tapes & records) and keeps track of number of records listened to per day.
8. Planning and Design. Maintains slide projector and audio tape cassette player; also T squares and planemeters.
9. Reference Library. Maintains 4 ROM readers, 11 fiche readers & a reader/printer; OCLC terminal; the Supplementary Materials file, a vertical file of clippings, etc.; the main bulletin boards.

(continued next page)

PHYSICAL FACILITIES OF SPECIAL NATURE. DOOR CHECKS AND SECURITY. STUDY HALLS. (continued)

10. Special Collections. Maintains photography equipment (copy stand and lights) jointly with Art/Maps Library.
11. Veterinary Clinic Library. Has audio visual equipment available and keeps no data on its use.
12. Voice Library. Recording equipment; playback is handled through the Audio-Visual Library.

INTERMEDIATE SERVICES

BROWSING AND CAREERS COLLECTIONS

1. Circulation Department. Does ordering, catalog maintenance, shelving, and inventory of Browsing Collection, raw data available on use. Reference and Information do the selection of materials.
2. Periodical Reading Room. Provides popular periodicals and newspapers on special display racks and shelves and sticks, data not gathered but ca. 700 readers per week for the 15 newspapers.
3. Reference Library. Administers the Careers Collection and keeps no data on its use.
   A Reference Library, in concert with the Information Librarian, selects material for Browsing.

INTER-LIBRARY LOAN

Included here are the operations of the Document Delivery unit. Inter-Library Loan is available from any branch through Document Delivery, but only those units which noted it in the questionnaires are listed here. 7 units reported ILL activity:

1. Animal Industries Library. ILL referral for faculty and graduate students.
2. Document Delivery. Lending to other libraries, 200-250 persons served per week, records kept.
   Document Delivery. Borrowing from other libraries, 35 walk-ins, 50 via mail or Reference Desk, and 142 phone inquiries per week, keeps records.
   Document Delivery operates a Faculty Photodupication Service and keeps records on it.

(continued next page)

INTER-LIBRARY LOAN (continued)

3. Documents Library. Does inter-library loan to and from the Library of Michigan at a rate of 10 per week.
4. Geology Library. Verifies citations and transmits requests to Document Delivery.
5. Kellogg Biological Station Library. Offers ILL through main library, and keeps and annual count.
6. Physics Library. Does referral to Document Delivery for faculty and graduate students.
7. Reference Libarary. Assists with Document Delivery services.

LIBRARY INSTRUCTION AND TOURS

All public service areas do one-to-one library instruction; listed here are more highly organized programs and things specially mentioned in the questionnaires. 17 units reported special activity in this area:

1. Agricultural Economics Library. Instructs an average of 2 persons per week, bunched at the beginning of each term.
2. Art/Maps Library. Instructs in the library or in separate classrooms as appropriate or available, and keeps data on this service.
3. Business Library. Instructs in the branch and in classrooms, and keeps data on number of sessions.
4. Chemistry Library. Instructs all users as required, 75 new faculty and grad students each Fall; provides workshops on use of reference materials and data base searching to ca. 100 people every Fall.
5. Circulation Department. Prepares instructional material on CLSI, and does personal and tour instruction for CLSI.

(continued next column)

LIBRARY INSTRUCTION AND TOURS (continued)

6. Documents Library. Instructs classes, tours, and individuals in use of indexes and resources in the library and in classrooms, up to 90 people in classes, 180 in tours and 150 as individuals in a top week.
7. Engineering Library. Formal library instruction in the branch; keeps statistics. 3 times to 94 students from March 1 to April 15, 1983.
8. Geology Library. Class presentations to undergraduates, 3-4 classes per year.
9. Kellogg Biological Station Library. Informal demonstrations of how to get what you need, and does not keep data on these.
10. Labor and Industrial Relations. Instruction to students in SLIR, Econ and ATL, and keeps track of number of persons and number of sessions.
11. Mathematics Library. Instruction to a few receptive and needful users, no data gathered, ca. 5 per week.
12. Microforms Library. Tours and demonstrations, and records the number and type of tour.
13. Music Library. Instruction in classrooms and in the branch, and keeps no data on extent.
14. Reference Library.
    - American Thought and Language 117, course for 16-30 students per term;
    - Self-paced workbook for ATL and JMC classes, 2000+ students per year;
    - Welcome Week tours (with help from other units); 1,293 students in 1982.
    - Misc. tours and sessions in the Library and elsewhere, 20+ persons per week;
    - Class-related instruction, ca. 45 students per week;
    - Seminars (with help from other units) ca. 10 people per week;
    - Walk-in tours and weekly sessions (Law, CLSI, OCLC) to 6 people per week, with help from other units.

(continued on next page)

LIBRARY INSTRUCTION AND TOURS (continued)

15. Science Library. Faculty seminars, class tours & presentations; records kept of number of presentations and number of participants.
16. Special Collections. Scheduled tours and instruction to individual walk-ins on request; submits required information sheet to Readers Services.
17. Urban Policy and Planning. Instruction to courses relating to urban affairs, and records number of sessions and number of participants.

PREPARATION OF FINDING AIDS

Included here are printed items variously called finding aids or instructional handouts. Things called bibliographies, newsletters, or new book lists are listed under Advanced Services in this compilation. 15 units reported preparing finding aids:

1. Agricultural Economics Library. Prepares or updates one printed finding aid per year.
2. Business Library. Prepares finding aids for distribution in library and classroom sessions.
3. Chemistry Library. Prepares printed finding aids for all users.
4. Documents Library. Prepares finding aids as part of its bibliographic instruction instruction program.
5. Engineering Library. Spends about 2 hours per week preparing finding aids.
6. Geology Library. Prepares handouts for its class presentations.
7. Information Desk. Provides printed material about the Library and campus, and keeps count of number of printed Library materials handed out (3870 in midterm week of Winter 1983).

(continued next column)

PREPARATION OF FINDING AIDS (continued)

8. Labor and Industrial Relations Library. Prepares finding aids for Labor Law students and Econ students.
9. Mathematics Library. Prepares welcome/information sheets with emphasis on Fall term.
10. Music Library. Prepares finding aids.
11. Reference Library. Creates instructional handouts available to anyone; all reference librarians participate; data are kept on number printed and when; about 300 per week are distributed.
12. Science Library. Prepares bibliographic instruction aids.
13. Special Collections. Prepares finding aids.
14. Urban Policy and Planning. Prepares finding aids for faculty, used by all users, and keeps records on number created, person created for, number of copies; at a rate of 4 per month.
15. Voice Library. Prepares finding aids as needed.

ADVANCED SERVICES

COMPILING BIBLIOGRAPHIES AND NEWSLETTERS; SELECTIVE DISSEMINATION OF INFORMATION

14 Library units reported some activity in this area, as follows:

1. Animal Industries. Compiles bibliographies for faculty and publishes a newsletter.
2. Art/Maps Library. Sends order slips, title pages, etc., to faculty and sometimes graduate students in response to special needs; publishes Map Line --- quarterly list of new map acquisitions; develops bibliographies, sometimes in connection with library instruction.
3. Business Library. Prepares bibliographies for distribution in the library and to classroom sessions where applicable.
4. Chemistry Library. SDI program includes:
    a. MERIT Program
    b. Current Awareness
    c. Green sheet
    d. Use of AV equipment and materials for use in classroom as well as library
    e. Notices to professors of newly-added books that they recommended or in their areas of interest
    f. Group meetings with Chemistry Library Committee bi-weekly
5. Engineering Library. Provides a table of contents service to some faculty with the investment of one student hour per week; and a Journals Received Today service to the departmental office and some faculty.
6. Geology Library. Current Awareness service on new books and periodical articles to faculty.
7. Kellogg Biological Station Library. Current Awareness service, and a new book list, serving 25-30 persons.

(continued next column)

COMPILING BIBLIOGRAPHIES AND NEWSLETTERS; SELECTIVE DISSEMINATION OF INFORMATION (continued)

8. Labor and Industrial Relations Library. Provides SDI to School of Labor and Industrial Relations faculty.
9. Physics Library. Current Awareness service to faculty, serving 15 per week.
10. Reference Library. Creates instructional handouts, wome of which are bibliographies; creates new book lists; keeps a few SDI's online for users; indexes the State News on 3x5 cards.
11. Science Library. Includes SDI as one of the kinds of data base searching offered; notifies users about receipt of particular items wanted.
12. Special Collections. Publishes newsletter on comics and occasional list of science fiction holdings.
13. Urban Policy and Planning. Compiles bibliographies and maintains a Current Awareness service for faculty.
14. Veterinary Clinic Library. Table of contents service to all users, and gathers no data on this service; bimonthly newsletter, 150 copies.

DATA BASE SEARCHING

14 locations reported data base searching:

1. Agricultural Economics Library. Data base searching in an office away from the library to 3 persons per month, and keeps a record of number of transactions.
2. Art/Maps Library. Has begun to provide data base searching for MSU students and staff, but no data are yet available ("this service in embryo stage"); done in the data base room.
3. Business Library. Data base searching for anyone willing to pay, and keeps a count of searches. Done at the Business Library at a rate of 30-40 per month.

(continued next page)

DATA BASE SEARCHING (continued)

4. Chemistry Library. Data base searching for all users in the branch, and keeps monthly records. Use is 3-5 per week (varies each month).
5. Clinical Center Library. Provides data base searching in house to all users, available 20 hours per week, and keeps record of type of search and who the user is; 2-4 per week.
6. Documents Library. Quick reference searches by computer, including OCLC, at the Documents reference desk; data are included in the general reference statistics, and this is "just getting under way".
7. Engineering Library. Data base searching in house and keeps statistics, at the rate of 4 per week.
8. Kellogg Biological Station Library. Includes the use of on-line ready reference in its reference service and statistics.
9. Labor and Industrial Relations Library. Provides data base searching through Reference Library.
10. Lifelong Education Library. Does computer-based literature searches.
11. Mathematics Library. Does on line data base searching for users for a fee and for reference use, keeps data on number and length of searches, and does them at a rate of 1 to 2 per week, including those for the library's own reference.
12. Reference Library. Provides paid data base searches at the reference desk and in the data base room, and keeps data on number of searches by search and by data base, and the length of and reason for searches, at a rate of 9 per week; also "quick" searches are done ad part of general reference at a rate of 20 per week, with same data kept.

(continued next column)

DATA BASE SEARCHING (continued)

13. Science Library. Provides searching in 3 categories ("Retrospective, SDI, and Reference") to faculty and graduate students, and keeps data.
14. Veterinary Clinic Library. Provides data base searching at the VCC Library and at the Science Library and keeps no data on use.

EXHIBITS

1. Art/Maps Library prepares exhibits for 2nd and 3rd floors of west wing; average 1 per term.
2. Special Collections prepares exhibits for main lobby showcases, 5 per year.

JOB FILES, CAREERS COLLECTION

1. Music Library. Maintains a job file for college positions in the field of music.
2. Planning and Design. Maintains a job file.
3. Reference Library. Maintains the job bulletin board, resume handouts, and selection and shelving of Careers Collection books, vertical files, card catalog, MOIS fiche, etc.

REFERENCE

1. Agricultural Economics Library. Provides specialized reference to ca. 100 persons per week, in person, by phone, and visits faculty offices when necessary.
2. Animal Industries. Provides extended reference to faculty and "general quick reference" to all users, and keeps records on number of transactions.
3. Art/Maps Library. Provides specialized reference service to all who ask; worksheets for phone reference could possibley be used for statistics.

(continued next page)

REFERENCE -- continued

4. Business Library does "general reference" in person and by telephone, and keeps no data on use of this service.
5. Chemistry Library provides "general reference" in person and by telephone to all users, an estimated 25-30 in person and 10-15 by phone per week, and keeps no data on use of this service.
6. Clinical Center Library provides "general reference" to all users in person and by telephone, and keeps no data on use of this service.
7. Documents Library provides "general reference and information" to all requestors in person and by telephone and keeps statistics on number of interactions and number of books. Users served varies from 350 to 700 per week.
8. Engineering Library does "general reference" in person and by telephone for all users, and keeps no data on use. 300 persons per week are served in person, and 20 by telephone.
9. Geology Library provides reference services to all users in person. Data on use of this service are apparently not collected.
10. Kellogg Biological Station provides reference in person and by telephone to 20-25 persons per week and extended reference to 5 persons per week (identified as "KBS patrons") using the MSU main library and the WMU library. Data are not gathered on the use of this service.
11. Labor and Industrial Relations provides general reference and some telephone reference to all users at a rate of 80 transactions per week, and keeps data on number of transactions and category of user.
12. Lifelong Education Library provides reference to all users, on and off campus.

ence service related to math and statistics, and some general reference, in person and by telephone. In-depth service is limited to MSU faculty and students; phone service is limited to unambiguous queries; no data on use is kept, an estimated 20 persons per week are helped in person and 3 per week by phone.

14. Music Library provides "general reference" in person and by telephone to students and other users, and keeps no data on this service.
15. Physics Library answers reference queries of all users, and does not apparently keep data on this service.
16. Planning and Design Library provides "general reference" to all users in person, and keeps data on number of questions and category of questions, at a rate of 200 persons per week.
17. Reference Library provides specialized help with Foundations Collection in person and over telephone to 20 persons per week and keeps no data on use of the service.

    Reference Library provides general reference service in person (4,081 per week); by telephone (532 per week); by mail (3 per week), and keeps number of transaction for the desk and telephone service.
18. Science Library provides "general reference" to all users, in person and by telephone; apparently does not gather data on use of this service; also provides Reference/Bibliographic Service for hospitals.
19. Special Collections provides specialized reference in person and by telephone, and keeps no separate data on this service.
20. Urban Policy and Planning provides "general reference" to all users in person and by telephone, and keeps data on number of questions and category of questions, serving 15 per week in person and 10 per week by telephone.
21. Veterinary Clinic Library provides "general reference" to all users and phone callers, and keeps no data on use of this service.
22. Voice Library provides "general reference" in person and by phone and keeps no data on use of this service.

BEST COPY AVAILABLE

SUMMARY OF DESCRIPTION AND INVENTORY QUESTIONNAIRE RESPONSES: ALPHABETICALLY BY DEPARTMENT OR UNIT RESPONDING

1. AGRICULTURAL ECONOMICS LIBRARY .... Pauline Sondag

Activities reported are: Specialized reference (Ag Econ related); circulation, data base searching, Library instruction, and preparation of finding aids. All are basically offered in the branch library, except data base searching which is done from another office. Some reference work is done in faculty members' offices, and some library instruction is done at the main library. The users for these services were given as a ranked list: Faculty, graduate students, undergraduate students, State and Federal Government, businesses, and the general public. Circulation and data base searching transactions are counted. An estimated 100 persons are given reference service per week. Data base searching is done at the rate of 3 per month. Library instruction is done annually and at term beginnings with an average over the year of 2 persons per week. One finding aid is prepared or updated per year. Staff is 20 hours professional, 20 hours clerk, and 10 hours student for 40 hours of open time per week.

2. ANIMAL INDUSTRIES .... Carole Armstrong

Activities reported are: General quick reference, extended reference, bibliographic checking, ILL referral to Document Delivery, Document Delivery referrals, maintaining the card catalog, assigned reading reserve, compiling bibliographies, copy service, vertical file, and newsletter. All are offered in the reference room at 208 Anthony Hall. Quick reference, the card catalog, assigned reading, copy service and the vertical file are offered to all users. ILL referral to Document Delivery and Document Delivery referral is offered to faculty and graduate students. Extended reference, bibliographic checking, and compiling bibliographies is done for faculty only. The newsletter goes to faculty, graduate students, and staff of the Departments of Animal Science, Food Science and Human Nutrition. Quick reference, Extended reference, and assigned reading transactions are counted. Staff is one fte clerk supervised by head of Science library, for 40 hours of open time. Materials do not circulate.

3. ART/MAPS LIBRARY .... Shirlee Studt

Activities reported are: Specialized reference service, in person and by phone; manual circulation of materials; assigned reading; data base searching; selective dissemination of information; library instruction; preparation of bibliographies; maintenance and assistance with extra physical equipment (light table and photographic equipment); and exhibits on both second and third floors, west wing. The ART/MAPS library is open 98 hours per week, and most of the library instruction is performed on the premises. Figures are kept for both outside and in-house circulation and for Assigned Reading. Data is also kept regarding number of students, course numbers, and time spent on library instruction. There is a sizeable amount of personal contact with Art Department faculty. Staff consists of 1½ fte librarians and 2½ fte clerical technical employees, plus 100 hours of student help per week.

4. AUDIOVISUAL LIBRARY .... Kriss Ostrom/John Shaw

Services reported are: consultation with MSU instructors in software development for assigned listening/viewing (e.g., format, quantity, etc.); cataloging and maintenance of Voice Library tapes, items in the permanent Audiovisual collection (including popular music) and assigned video tapes, audio tapes, slide sets, slide/tape sets, and microfiche; manual checkout and checkin of headsets, fiche, audio cassettes, and slides;

playback upon request of reel-to-reel tapes (including Voice Library) and videotapes; provision, maintenance, repair, rebuilding and replacement of hardware necessary to provide playback, viewing, taping and listening facilities for Voice and Audiovisual materials; patron assistance in finding and using items in the Audiovisual and Voice Libraries; catalog maintenance for the Voice Library catalog; late hours services during Fall, Winter and Spring terms. Repair of small mechanical equipment throughout the Library, especially microform readers, is performed by the A-V technician. The Audiovisual Library is open 109 hours per week, staffed by one Branch Library Clerk, one Audiovisual Technician II, plus 180 student hours.

5. BUSINESS LIBRARY .... William Stoddard

Services reported are: General information and reference, both in person and by telephone; manual circulation of 500 per week; copy service; 30-40 data base searches per month; library instruction; assistance with microform equipment; preparation of bibliographies; assigned reading; lost and found; book orders; faculty contact; and retrieval of material stored in Eppley Center. Reference service is available to anyone who requests it, and library instruction is performed in the Business Library and in classroom settings. The Business Library is open 87 hours per week and is staffed by 2 full-time professional librarians, 2½ fte clerks, plus 400 hours of student help per week during the year and 200 per week during summer term. Statistics are kept for regular and assigned reading circulation, and for data base searches and copies made (average 35,000 a week).

6. CHEMISTRY LIBRARY .... Bernice Wallace

Services reported are: Reference and information services both in person and by telephone; manual circulation of materials; assigned reading; data base searching; copy service; selective dissemination of information; preparation of finding aids; library instruction. SDI consists of current awareness notices to faculty, group meetings with Chemistry faculty; MERIT program, and the green sheet. Chemistry Library is open 72 hours per week, including evenings and weekends, and is staffed by one full-time librarian, one full-time clerk and 144 hours of student help per week. Statistics are kept on regular circulation, assigned reading circulation and data base searches performed.

7. CIRCULATION (including Circulation/Assigned Reading services, Discharging, and CLSI operations) .... Kriss Ostrom

Services reported: Checkout, renewal, and checkin of lockers and material from Res., Sci., Bro., Car., USDA, and Documents; recall and retrieval of items placed "on hold" by patrons and ARR; administration and security of late hours (11 p.m. - 1 a.m.) and extended late hours (11 p.m. - 4 a.m.); issuance of library cards to (1) MSU students, faculty and staff, (2) Michigan residents, and (3) CIC faculty; Assigned Reading processing and circulation (a large operation, comprising the bulk of reserve reading for the entire campus, approximately 450 lists per term); provision of policy and procedures information regarding all department operation in person, on the phone, and via preparation of handouts; handicapper and faculty delivery of material retrieved by Info staff from collections listed above; special assistance and extended borrowing privileges for handicappers; notifying patrons of books being held (including "notifies") and results of uncat book searches; access to and checkout of material on the centralized "hold shelf" to patrons (including remote storage items and successful "extended searches" in addition to notifies and holds); preparation of instructional material on CLSI (with other library units); tours and consultation (for staff from other libraries); regarding utilization of CLSI in the MSU Libraries; study area and copy service for patrons who wish to use material waiting on the hold shelf for another patron.

(Circulation, cont'd)

Activities in support of public services reported: Creation and maintenance of CLSI patron records and patron account records, including Faculty and Handicapper Authorizations; updating of patron addresses; creation and maintenance of CLSI records of material on Assigned Reading, Docs ARR, and Art ARR and most CLSI item records; operation of CLSI system and related equipment; overdue notices; collection of fines and bills; registration holds for students with long-overdue materials; collection agency for unpaid fines and bills from branches and other library units; sanction of borrowers who fail to return recalled material and Michigan residents with long-overdue material; security of main library doors; clearing building of patrons at closing each day; sorting of returned material for pickup by shelvers or return to branches; CLSI records for and notifying bibliographers of missing material; maintenance, monitoring, and security of carrels, lockers, conference rooms, and W-209 computer equipment; ordering, catalog maintenance, shelving, and annual inventory of Browsing; coordination of main library emergency procedures.

The Circulation and Assigned Reading desks are open 109 hours per week. Departmental staff includes; 2 fte librarians (one on leave 9/82-6/84), 7 fte clerks, 1 A-P, 1 Computer Operator II, and over 1,000 hours of student help. All staff (except Discharging) including student assistants, have responsibilities in Circulation as well as in Assigned Reading.

8. CLINICAL CENTER LIBRARY .... Leslie Behm

Services reported are: General reference, in person and by telephone; manual circulation of materials; data base searching; assigned reading, and copy service. Reference services are available to anyone who requests them; materials are circulated to qualified patrons. All services are performed in the Clinical Center Library. It is open 85 hours per week, and is staffed by ½ fte librarian, 1 fte library clerk, plus 125 student assistant hours per week. Records are kept of regular and assigned reading circulation.

9. CONRAD LIBRARY .... Beth Shapiro (Dianne Smith)

Services reported are: Information and assistance at the desk; assigned reading/reserve; copy service; housing of two computer lab terminals; study hall function; library instruction as requested by faculty for their classes. Conrad is open 81 hours per week during Fall, Winter and Spring terms, and is staffed by ½ fte library technician plus 2.75 student assistants.

10. COPY SERVICE .... Charles Rettke

In addition to its primary service of supplying and servicing self-serve copiers on the main floor copy center and the second floor center, the Copy Service oversees all copier equipment and activity in branches and in the main library building. They also provide this additional equipment for use by the library patrons: microfilm reader/printers; IBM typewriters and memory typewriters; also sale of paper, pencils, bus tickets and blank cassette tapes for copying. Copy Service is staffed by 2 fte multilith operators, 2 fte clerical employees plus 15 fte student assistants. It is open 98 hours per week. Income and expense data are kept on the library system-wide operation.

11. CYCLOTRON LIBRARY .... Carole Armstrong

Services reported are: Circulation of books and journals to patrons in the Cyclotron Laboratory. It is open 40 hours per week and is the joint reponsibility of the head of Science Library and a faculty member from the Laboratory.

12. DOCUMENT DELIVERY .... Annie Pitts

Services reported include: Interlibrary lending, interlibrary borrowing, and Faculty Photoduplication service. Library materials are lent to other libraries, MSU adjunct medical professors, researchers and medical students; materials are borrowed from other libraries for MSU faculty, grad students, staff and, in special cases, undergraduates; photoduplication service is available only to faculty and researchers who have access to an MSU departmental account. Document Delivery is open 40 hours per week, and is staffed by one professional librarian, 5 fte clericals, plus 80 hours of student help per week. Number of transactions are recorded, statistics on money received and spent and number of pages duplicated are kept.

13. DOCUMENTS .... Eleanor Boyles

Services reported are: Specialized and general reference, by phone and in person; bibliographic instruction; data base quick searches; assistance with equipment; circulation; assigned reading; interlibrary loan; information; preparation of finding aids. Most activities take place in the Documents Department; some class instruction is done in the patriarch's room. Data is kept concerning number of interactions, circulation of materials, instruction activities, and assigned reading circulation. Documents is open 99 hours per week, and is staffed by 2 librarians, 1½ clerks, one library technician and 100 hours of student help per week.

14. ENGINEERING LIBRARY .... Jack Yang

Services reported are: Specialized engineering reference, in person and by phone; manual circulation; copy service; data base searching; library instruction; assigned reading; preparation of finding aids; and selective dissemination of information. All but the last are available to any patron in the Engineering Library; it is open 85 hours per week, staffed by ½ librarian, 1 fte clerk, plus 105 hours of student help per week. Statistics are kept of regular and assigned reading circulation, plus numbers of patrons receiving formal instruction.

15. GEOLOGY LIBRARY .... Carole Armstrong

Services reported are: Specialized geology reference and information service; bibliographic instruction, including preparation of handouts; manual circulation; assigned reading; copy service; interlibrary loan assistance; selective dissemination of information. The last is available only to faculty - other services are for all patrons. Geology Library is open 77 hours per week, and is staffed by 1 fte branch clerk plus 1 fte student. Statistics are kept of regular and assigned reading circulation.

16. INFORMATION DESK (MAIN)

Services reported are: Information re: library and campus, by phone and in person; assistance with equipment for CLSI and SHL; acceptance and processing of hold requests; instant searches and extended searches; lost and found department maintenance; initiative of search for uncataloged materials; retrieval of materials from remote storage; and individualized assistance to handicappers. Info desk is open 99 hours per week and is staffed by 1 librarian, 3 fte clerks, 2 academic year half time clerks, plus 180 hours of student help per week during Fall, Winter and Spring terms and 160 hours per week in summer term. The clerical staff also covers half of the hours on the Undergraduate Library information desk.

17. INTERNATIONAL LIBRARY .... Eugene deBenko

Services reported include: General reference in person and by phone; circulation of specialized materials; selective dissemination of information; preparation of bibliographies and finding aids; and data base searches (through Science and Reference). Service is provided to faculty, students, foreign visitors referred to International by other areas, including the African and Asian Study Centers. International is open 40 hours per week, and is staffed by three librarians, ½ Graduate Assistant, 1 fte clerk and 1 fte student hours.

18. KELLOGG BIOLOGICAL STATION .... Carolyn Hammarskjold

Services reported: Information and reference to patrons, in person and by phone; extended specialized reference; manual circulation; interlibrary loan; photocopy service, database searching; and dissemination of new book lists. KBS is open 40 hours per week and is staffed by 1 librarian plus a half-time clerk.

19. LABOR AND INDUSTRIAL RELATIONS .... Martha Jane Soltow

Services reported: Specialized reference, by phone and in person; circulation; data base searching; library instruction; preparation of finding aids; and selective dissemination of information. The last mentioned is available only to faculty in the L & IR School. Labor and Industrial Relations Library is open 59 hours per week, and is staffed by 1 librarian, 1½ fte clerks, plus 7 student hours per week.

20. LIFELONG EDUCATION .... Frank MacDougall

Services reported are: Reference and information in person and by telephone; circulation; data base searching; assigned reading (at 7 off-campus regional centers and 120 potential local sites). Clientele include faculty and students on campus, plus non-MSU researchers off-campus also. Hours are 8-5 M-F, and staff include 1 full-time librarian, one full-time library technician, plus 20 hours of student help per week (statistical form has been submitted also).

21. MATHEMATICS LIBRARY .... Berle Reiter

Services include: Information service plus specialized mathematics reference service, both in person and by phone; assigned reading; circulation (manual); preparation of finding aids; library instruction; data base searching; copy service; study hall (inadvertent). Services are offered in the Math Library in Wells Hall, 61 hours per week, by one librarian, one branch library clerk plus 40 hours of student help. Regular and assigned reading circulation statistics are gathered.

22. MICROFORMS .... Cliff Haka (Sally Hiddinga)

Services include: Microforms reference and information and bibliographic instruction; assigned reading; microfiche duplication; assistance with equipment; lending of portable microform readers; library instruction (tours and demonstrations). Micro is open 99 hours per week, staffed by 2 fte clericals and 1.875 fte student assistants. Records of readers' loans, numbers and titles of microforms used and instruction activities statistics are kept.

23. MUSIC LIBRARY .... Roseann Hammill

Services reported include: Reference and instruction, in person and by phone; assigned reading; circulation (manual); copy service; library instruction; preparation of finding aids; assistance with facilities for listening to tapes and records. Some instruction is done in classrooms, otherwise all services are in the Music Library. Music Library is open 68 hours per week, staffed by 1 librarian and 40 student hours per week.

24. PERIODICAL READING ROOM .... Cliff Haka (Barbara Fader)

Services provided are: Information and assistance; instruction (use of SHL and CLSI, etc.); retrieval of PRR materials from closed areas and circulation of them in-house; copy service; "special protection", similar to reserve functions for intensive use periodicals; dispatch of PRR discards to MSU Advertising Department and to certain individuals. PRR is open 99 hours per week, staffed by one supervisor, 1½ fte clerical staff and 2½ fte student assistants. Data are kept concerning number of patrons served per hour and number of copies made per day.

25. PHYSICS LIBRARY .... Carole Armstrong

Services reported are: Reference in person and by phone; circulation (manual); assigned reading; document delivery referral; bibliographic checking; current awareness service. Physics Library is open 65 hours per week, staffed by 1 fte branch library clerk and 1½ fte student assistants. Statistics are kept concerning regular and assigned reading circulations. Current awareness serves 15 patrons per week.

26. PLANNING AND DESIGN LIBRARY .... Dale Casper

Services reported include: General reference and information; circulation (manual); assigned reading; assigned listening/viewing service and assistance with the A-V equipment; and provides drafting equipment used by planners. All services are provided in the PLA Library on the second floor of Urban Planning and Landscape Architecture building, by ½ librarian, 1 fte clerical worker plus 80 hours per week of student help during the year, and 30 in summer, when library hours are curtailed.

27. REFERENCE .... William Miller

Services reported are: General reference (both quick and extended), by phone, mail, and in person; paid data base searches (9 per week); quick data base searches done as part of general reference (20 per week); extensive library instruction, including class related bibliographic instruction, faculty/graduate/student seminars, walk-in tours and weekly sessions; 1-credit course in ATL, Use of the Library; ATL self-paced workbook; Welcome Week orientation tours, plus miscellaneous requested tours; bibliographic checking; maintenance of vertical files of material on Michigan, MSU, biography and travel; maintenance of the bulletin board and suggestion box; assistance with microfiche readers, OCLC terminal and CLSI and SHL; preparation of bibliographic and finding aids; administration of Career Collection, Browsing Collection and Foundation Collection; verification of publishers for non-MSU publications. Reference is open 99 hours per week, staffed by 12 librarians, 1½ fte clerks, plus 150 hours of student help per week. Data gathered includes number of transactions weekly, number of data base searches, seminars, tours, work-books used, students on Welcome Week tours and other activities.

28. SCIENCE LIBRARY .... Carole Armstrong

Services include: General reference, information and assistance, both in person and by telephone; data base searching (retrospective, SDI and "quick" for patron assistance); library instruction, including class presentations and faculty seminars; preparation of bibliographies and finding aids; circulation of Science reserve materials; maintenance of separate shelf list; preparation of displays of new books and journals; reference and bibliographic service to hospitals. Science Library is open 99 hours per week and is staffed by 4.5 fte librarians, 4 fte clerical workers plus .7 fte student assistants. Statistics are kept on data base searches and library instruction activities.

29. SPECIAL COLLECTIONS .... Janette Fiore

Services reported are: Specialized reference, in person and by phone; in-house circulation of materials; preparation of finding aids; library instruction; copy service. Staffing includes one professional, one library technician, plus some student assistance. Statistics are kept of items borrowed (in-house). Special Collections is open 39 hours per week.

30. STACK MAINTENANCE .... Dale Casper

Services reported are: Incidental information and directional assistance to patrons, plus assistance with CLSI and SHL equipment, during shelving, shelf reading and other maintenance activities. Stack maintenance staff is comprised of 3 fte clerical workers, with 262 hours per week of student help on second, third and fourth floors of Research, and with 80 hours of student assistance per week in Undergraduate Library (second and third floors, west wing). Data gathered is number of questions answered.

31. UNDERGRADUATE LIBRARY INFORMATION DESK .... Cliff Haka

Services reported are: Placing of holds on materials for patrons of Undergrad; information and directional assistance in Undergrad Library; assistance with equipment (CLSI and SHL); instant searches when necessary; individualized assistance to handicappers; assistance with mechanical aspects of selected indexes; and provision of some office supplies and tools. The UL desk is staffed 60 hours per week, 30 of these by the same personnel employed at the main Information Desk, with the other 30 hours staffed by student assistants. Statistics are kept concerning number of patrons served.

32. URBAN POLICY AND PLANNING .... Dale Casper

Services reported are: General reference in person and by phone; library instruction and tours; circulation of planning reports and vertical file material; preparation of finding aids. Located at the east end of the Main Library, UPP is staffed 45 hours per week by one librarian, one fte clerical person, plus 66 hours of student help per week. Statistics are kept of number of patrons served.

33. VETERINARY CLINIC LIBRARY .... Chris Miko

Services reported include: Reference, both in person and by telephone; manual circulation; copy service; data base searching; assigned reading; audiovisual equipment assistance and service; newsletter publication; table of contents service; and A-V equipment for veterinary and animal technology students. The newsletter goes to Veterinary Clinical Center faculty, staff and students, and the Vet Med and Animal Tech staff. Vet Clinic Library is staffed 70 hours per week by ½ librarian, one fte clerk, plus 4 students. About 150 copies of the newsletter are sent out, and copy service statistics are kept.

34. VOICE LIBRARY .... Maurice Crane

Services reported include: Specialized reference, in person and by telephone; selective dissemination of information; compiling finding aids; bibliographic checking; with these services dispensed to all students, faculty, and the general public. Professor Crane devotes two-thirds of his time to the Voice Library, taping, sharing resources with other organizations all over the country, and answering inquiries about the unique tape collection. He also gives programs, in person and on the radio, based on the Voice Library collection, supplemented by his own knowledge and lengthy experience as a Humanities professor. Voice Library is open from 8 a.m. to 4:30 p.m. five days a week when school is in session, and is staffed by Professor Crane with some assistance from the Audiovisual Library branch library clerk and some student hours.

MAJOR ISSUES METHODOLOGY

The development of major issues to be addressed began with a brainstorming session on the part of the Study Team on April 7. The potential issues generated were clarified and categorized and appeared to fall naturally into the following headings: Users, Resources, Facilities, Services, Staff and Management.

From these issues a survey was prepared listing the groups of potential study issues and asking for an evaluation ranging from "very valuable" to "of no value" for each topic. This list was to serve as a catalyst for additional thoughts on key issues and space was provided for these suggestions. (sample attached)

After review by the Study Team and the Director of Libraries, the survey was mailed to 230 members of the library staff on April 14 with a request for return by April 20. This same survey (minus the page on staff and management) was also mailed to 185 faculty whose names appeared on the University Libraries mailing list and to 65 student supervisors in Public Service areas.

In addition, 150 one-page requests for student input were distributed at random to student patrons in the Main and Branch libraries.

On April 28 we had finished compiling the survey results and these results were presented to the study team graphically showing the percentage ranking for each topic. (sample attached)

During this same time frame, interviews were conducted with various unit and department heads soliciting their perspective and ideas. This proved to be a very valuable process and their suggestions were categorized and listed under the major survey headings. Of particular value in conducting our interviews were guidelines presented in a chapter from "Qualitative Evaluation Methods" by Michael Quinn Patton and some principles on interviewing from "The Art of Asking Questions" by Stanley Payne.

Suggestions collected from the surveys were similarly categorized and presented to the study team for consideration.

A group interview was held which included all Branch Librarians. Members of the Study Team were also present and this gave these librarians an opportunity to express their unique concerns.

Discussion of the major issues to be selected for study began on May 12. Several lively meetings ensued and the proposed key issues were reviewed by the Director and presented to all the library staff for consideration on May 23rd.

On May 26, the key issues were finalized and six task forces were established to examine the issues, analyze available data and to develop preliminary recommendations. A member of the Study Team was assigned to each task force to assure ease of communication.

MICHIGAN STATE UNIVERSITY

LIBRARIES

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4/11/83

TO: Faculty Member

FROM: Jan Rice and Jeanette St. Clair,
Study Team Members

SUBJECT: Public Service Self-Study: Faculty Survey

The Michigan State University Libraries have been selected by the Association of Research Libraries, with support from a General Electric Foundation grant, to do a self-study of their public services aimed at improvement of library performance and at making the libraries more responsive to the University's needs and expectations.

As part of this examination the Study Team would like faculty perceptions regarding aspects of Library service that merit review. Faculty members currently receiving the University Libraries publication will receive this survey, as will members of the University Committee for the Library.

The Study Team has developed a list of potential issues for study. The list is attached to act as a catalyst to your own thoughts on key issues, as well as to provide you the opportunity to respond to the Study Team's ideas. Please indicate whether you feel that, for the purposes of the study, each potential issue is: very valuable; of considerable value; of some value; of little value; of no value. Feel free to elaborate upon any issue. Space is provided for other issues that you wish to suggest; please be as specific as possible. Please note that page 4 which pertained to staff and management has been eliminated from your study.

Your responses will be of great importance and value to the Study Team as it prepares to select the final issues for the self-study process.

Please return the survey by April 20, 1983 to Jan Rice, Science Library.

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USERS

Please circle whether you feel that, for the purposes of the self-study, each "possible issue" is: very valuable; of considerable value; of some value; of little value; of no value.

Possible issues:

1. Assess whether or not we have an accurate perception of the user and his/her needs.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

2. Evaluate circulation policies as they affect the user.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

3. Examine public relations efforts by the libraries (e.g. do we need to give more publicity to our services; what kind of an image are we presenting to our users, etc.).

Very valuable	Of considerable value	Of some value	Of little value	Of no value

4. Study the non-user (e.g. who are they; why are they non-users, etc.).

Very valuable	Of considerable value	Of some value	Of little value	Of no value

5. Review current efforts at interacting with the faculty (e.g. do we need improved "outreach"; is the faculty aware of the services we provide; what is the role of the subject specialist in this communication process, etc.)

Very valuable	Of considerable value	Of some value	Of little value	Of no value

6. Assess the need for and value in providing Library forums, open to the University and local community, on wide-ranging key issues.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

OTHER IDEAS:

SERVICES

Please circle whether you feel that, for the purposes of the self-study, each "possible issue" is: very valuable; of considerable value; of some value; of little value; of no value.

Possible issues:

1. Evaluate library instruction programs currently in use (e.g. can we be more effective; what kind of instruction do users want; what are our priorities, etc.)

Very valuable	Of considerable value	Of some value	Of little value	Of no value

2. Appraise reference and information services in the libraries (e.g. are we fulfilling patrons' needs for reference/information services; assess current service in light of staffing assignments, etc.).

Very valuable	Of considerable value	Of some value	Of little value	Of no value

3. Examine efforts in providing self-instruction at points-of use (e.g. handouts, signs placed by terminals, indices, etc.).

Very valuable	Of considerable value	Of some value	Of little value	Of no value

4. Review current bibliographic access to all library materials.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

OTHER IDEAS:

STAFF AND MANAGEMENT OF PUBLIC SERVICES

Please circle whether you feel that, for the purposes of the self-study, each "possible issue" is: very valuable; of considerable value; of some value; of little value; of no value.

Possible issues:

1. Examine the distribution and utilization of public service staff.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

2. Evaluate intra- and interdepartmental communication in the libraries (e.g. are we effectively communicating changes in policies and services, etc.)

Very valuable	Of considerable value	Of some value	Of little value	Of no value

3. Study the decision-making process as it occurs at all levels of the Library (e.g. is there a need for more and better data collection as a basis for decision-making; evaluate the dissemination and explanation of decisions to the library staff, etc.).

Very valuable	Of considerable value	Of some value	Of little value	Of no value

4. Assess current staff development opportunities.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

OTHER IDEAS:

FACILITIES

Please circle whether you feel that, for the purposes of the self-study, each "possible issue" is: very valuable; of considerable value; of some value; of little value; of no value.

Possible issues:

1. Evaluate the physical lay-out of the main building based on ease of access for the patron, requiring a minimum number of service steps.

   Very valuable Of considerable value Of some value Of little value Of no value

2. Study book return facilities currently in use.

   Very valuable Of considerable value Of some value Of little value Of no value

3. Examine energy conservation efforts in the libraries.

   Very valuable Of considerable value Of some value Of little value Of no value

4. Contemplate the role of the Departmental Reading Rooms not affiliated with the Library.

   Very valuable Of considerable value Of some value Of little value Of no value

5. Evaluate library signs.

   Very valuable Of considerable value Of some value Of little value Of no value

6. Review the role of the Undergraduate Library (e.g. are separate collections cost-effective and viable; should services be expanded, etc.).

   Very valuable Of considerable value Of some value Of little value Of no value

OTHER IDEAS:

RESOURCES

Please circle whether you feel that, for the purposes of the self-study, each "possible issue" is: very valuable; of considerable value; of some value; of little value; of no value.

Possible issues:

1. Evaluate the Library's efforts to utilize cooperative national resources.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

2. Assess how collection development activities reflect the research and teaching needs of the University community.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

3. Consider a comparative study of the MSU Libraries in relation to other academic libraries and their resources.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

4. Examine how Technical Services' activities and procedures impact upon the public's access to materials.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

5. Assess our strengths.

Very valuable	Of considerable value	Of some value	Of little value	Of no value

OTHER IDEAS:

TASK FORCE CHARGES

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June 16, 1983

TO: Task Force on the Distribution and Use of Staff

FROM: ARL/OMS Public Services Study Team

SUBJECT: Charge

Preliminary interviews, responses to questionnaires, and the emphasis placed on the analysis of staff in the OMS procedural manual, all reinforce the Study Team's perception that staffing patterns are an integral and important part of any study of public services. Staffing patterns should be viewed from the standpoint of their impact on the delivery of quality public services with major emphasis on the staffing of public services units. Technical services units are to be reviewed only insofar as the staff of these units have or can have direct impact on public services. The Study Team is well aware of the complexities and difficulties inherent in such an undertaking and charge this Task Force with drawing up a clear, well thought out and concise plan of action. A word of caution, the Task Force must be especially careful to avoid questions concerning personnel matters during its deliberations.

The task force should consider, but not be limited to the following concern:

1) whether or not the current distribution of staff reflects user demands for services;
2) whether or not tasks are assigned to appropriate level of staff;
3) the ratio of librarians to clerical and student staffs;
4) the adequacy of service points-including the consolidation and creation of additional points;
5) the present or anticipated impact of technology on staffing patterns and needs; and
6) the use of staff for data base searching.

Chapter 6 of the OMS procedural manual should be used as the basis for formulating action. Other documents, reports and background readings have already been gathered by the Study Team and are available for use by the Task Force. Dr. Chapin, other MSU Libraries administrators, and the chairman of the Study Team will be available for consultation throughout the Task Force's deliberations. The Task Force may seek assistance beyond the immediate library environs, however, any activities that include interviews and/or consultation with university administrators, other key personnel and ARL/OMS must be cleared through the Study Team and the Director of Libraries.

Reports

Action Plan: A concise report detailing the areas to be examined, information needed, methodology to be employed, a tentative calendar of activities, and responsibility for assigned activities.

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Progress Report: The Task Force chairperson or his/her designee will meet at intervals with the Study Team to discuss the Task Force's progress. It is anticipated these sessions will be held monthly. Additional sessions will be scheduled, as needed, by either the Study Team or the chairperson of the Task Force in consultation with the chairman of the Study Team.

Final Report: The final report of this Task Force should present the issues studied by the Task Force; provide a summary of deliberations; and make recommendations for future action. Recommendations should take into account the mission statement and goals and objectives of both MSU and MSU Libraries, as well as realistic economic and political parameters. Although the final report of the Task Force will be appended to the Study Team's final report, the Study Team reserves the right to accept, reword, or not accept recommendations.

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June 16, 1983

TO: Task Force on Facilities
FROM: ARL/OMS Public Services Study Team
SUBJECT: Charge

The placement of library services, both within the main library and across the campus, can determine to a great extent the ease with which a library user can negotiate the process of material identification, retrieval, and use. This Task Force is charged with the responsibility of reviewing the current physical arrangement of materials and accessibility of services both in the main library building and in the branches. Consideration should be given to determining whether or not there are facilities and/or locations on campus that can be utilized to extend public services to all segments of the university community. The Task Force should consider, but not be limited to, the following areas of investigation:

1) use of space and placement of services within the main library;
2) location of services in relation to user populations;
3) the adequacy and/or suitability of remote book return locations (drop boxes);
4) distribution of services at branch libraries; and
5) identification of alternative or new locations to meet the continuing need for space.

The Task Force should concentrate initially on campus-wide considerations, awaiting preliminary determinations by other task forces prior to conducting a detailed analysis of the internal layout of the main library. This should not, however, preclude background data gathering activities necessary for planning floor layouts.

The Study Team has gathered a number of resources which may prove useful to this Task Force. Dr. Chapin, other MSU Libraries administrators, and the chairman of the Study Team will be available for consultation throughout the Task Force's deliberations. The Task Force may seek assistance beyond the immediate library environs, however, any activities that include interviews or consultations with university administrators, other key university personnel and/or the ARL/OMS must be cleared through the Study Team and the Director of Libraries.

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June 16, 1983

TO: Task Force on Library Instruction

FROM: ARL/OMS Public Services Study Team

SUBJECT: Charge

The Study Team has identified approximately 20 different approaches to library instruction utilized by the staff of MSU Libraries. This Task Force is charged with the responsibility of examining current library instruction programs and the planning of future efforts in this area. This examination should include, but not necessarily be limited to, the following concerns:

1) objective(s) of library instruction programs;
2) the effectiveness of these programs in meeting their objectives;
3) the desirability or undesirability of a centrally coordinated services;
4) the utilization of available hardware and software for library instruction; and
5) appropriate staffing configurations for library instruction.

The Study Team has gathered a number of resources which may prove useful to this Task Force. Dr. Chapin, other MSU Libraries administrators, and the chairman of the Study Team will be available for consultation throughout the Task Force's deliberations. The Task Force may seek assistance beyond the immediate library environs, however, any activities that include interviews of consultations with university administrators or other key university personnel and/or the ARL/OMS must be cleared through the Study Team and the Director of Libraries.

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June 16, 1983

TO: Task Force on Periodicals Access and Control

FROM: ARL/OMS Public Services Study Team

SUBJECT: Charge

The Task Force on Periodicals Access and Control should consider, but not be limited to, the following concerns:

- From the user's point of view, are the public serials records sufficient, accurate, and up-to-date? Is it advisable to have several different and partially duplicating lists (Serials Holdings List, CLSI, card catalog), and what are the possibilities of consolidating some of the public records?
- In terms of staff time and duplication of effort, is it necessary to maintain the public records as listed above, and the serials checklist, CSR, binding records, and multiple smaller versions of all of these in separate areas of the library, as well as the complete holdings statement on OCLC?
- Would it be desirable to consolidate several public serials operations, perhaps including PRR and bound periodical stacks, in a single location?

The Task Force should be aware that some of these questions have received considerable study by members of the new Serials Unit in Technical Services, and by Mr. Albright of the Planning Office. The Task Force should be careful not to duplicate work that has already been done and should, as appropriate, use the aforementioned as resource persons.

The Study Team has gathered a number of resources which may prove useful to this Task Force. Dr. Chapin, other MSU Libraries administrators, and the chairman of the Study Team will be available for consultation throughout the Task Force's deliberations. The Task Force may seek assistance beyond the immediate library environs, however, any activities that include interviews or consultations with university administrators, other key university personnel and/or the ARL/OMS must be cleared through the Study Team and the Director of Libraries.

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June 16, 1983

TO: Task Force on Undergraduate Student Services

FROM: ARL/OMS Public Services Study Team

SUBJECT: Charge

The Study Team has assumed that there are differences between the needs of the university research community and those of the substantial body of undergraduate students. This Task Force is charged with the responsibility of collecting data to support or disprove this assumption, studying how best the MSU Libraries can serve undergraduate students, and making recommendations for improvement.

The Task Force needs to consider, but not be limited to:

1) the desirability of having a separate collection and/or facility;
2) whether there should be special reference and/or information services for undergraduates;
3) whether services for pay discriminate against undergraduates; and
4) the advisability of acquiring multiple copies of undergraduate books as opposed to the acquisition of research materials.

The Study Team has gathered a number of resources which may prove useful to this Task Force. Dr. Chapin, other MSU Libraries administrators, and the chairman of the Study Team will be available for consultation throughout the Task Force's deliberations. The Task Force may seek assistance beyond the immediate library environs, however, any activities that include interviews or consultations with university administrators or other key university personnel and/or the ARL/OMS must be cleared through the Study Team and the Director of Libraries.

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June 16, 1983

TO: Task Force on User Needs Assessment

FROM: ARL/OMS Public Services Study Team

SUBJECT: Charge

The Task Force on User Needs Assessment is charged with examining the library needs of major user groups on the MSU campus, including but not limited to, undergraduates, graduate students, faculty, minority groups, and handicappers. In assessing need, the Task Force should take into account not only questionnaire-type responses, but also objective measures of need such as analysis of course offerings, syllabi, enrollment, and current library use patterns. The Task Force should make full use of documents already gathered by the Study Team, and of surveys being conducted within the MSU Library system. The Task Force should feel free to expand its investigation and conduct such additional data-gathering as is necessary to do this work. The Task Force should, however, coordinate all data gathering activities with the Study Team to avoid redundant data gathering. Chapters 3, 7, and 10 of the OMS procedural manual contain information that may support the work of this Task Force.

Because the work of this task force is in some ways central to the work of the other task forces, the data gathering phase should proceed quickly, and conclusions should be communicated to the Study Team as gathered.

The Study Team has gathered a number of resources which may prove useful to this Task Force. Dr. Chapin, other MSU Libraries administrators, and the chairman of the Study Team will be available for consultation throughout the Task Force's deliberations. The Task Force may seek assistance beyond the immediate library environs, however, any activities that include interviews or consultations with university administrators or other key university personnel and/or the ARL/OMS must be cleared through the Study Team and the Director of Libraries.

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CALENDER OF ACTIVITIES

June 16 and 17	Meeting with Pat Swanson and Peg Overfield, Office of Management Studies, Association of Research Libraries;
July 15	Plan of Action Report
July-September	Task Forces conduct investigations
August 15	Progress Report
September 15	Progress Report
October 17	Preliminary written reports - Task Forces on Library Instruction and Undergraduate Student Services
October 24	Preliminary written reports - Task Forces on Distribution and Use of Staff and Periodicals Access Control
October 31	Preliminary written reports - Task Forces on Facilities and User Needs Assessment
November (date to be determined)	Final Reports-All Task Forces
January 5, 1984	Final Report-Study Team

END

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AUGUST

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